# Library Services and Technology Act

# FIVE-YEAR PLAN EVALUATION

# Kentucky

Kentucky Department for Libraries and Archives
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State Librarian and Commissioner

February, 2002

**Kentucky Department for Libraries and Archives**
**Evaluation of the FY1998-2002 Library Services and Technology Act Program**

In 1997 the Kentucky Department for Libraries and Archives (KDLA) prepared a Long-Range Plan which contained the Commonwealth's present and projected library needs, as well as a plan for meeting those needs with Federal funds made available under the State Administered Library Services and Technology Act (LSTA) program.  The LSTA requires that "Each State Library administrative agency receiving a grant under this subchapter shall independently evaluate, and report to the Director regarding, the Activities assisted under this subchapter prior to the end of the five-year plan".

In 2001, KDLA submitted a plan for that evaluation to the Institute of Museum and Library Services (IMLS).  The plan included the evaluation component that was part of the five-year plan as well as an in-depth evaluation strategy that would meet the IMLS requirements to show what a difference LSTA State funding had made in meeting the needs identified in the five-year plan.  The final evaluation was to be comprised of three components.  The components consisted of forming an Evaluation Team made up of State Library personnel and members of the State Advisory Council; repeating a survey that was completed by libraries in 1995; and reviewing and evaluating all projects with four projects being extensively evaluated.

As work on the evaluation began, the Committee saw a need to change a few key issues in the evaluation plan.  First, since in-house Annual Programs and Annual Reports had been completed each year there was no lack of information.  The Committee decided that hiring an outside evaluator to review the information might provide a more thorough and unbiased evaluation.  Therefore a RFP was posted on the state library's web site and an evaluator was hired in June of 2001.

The second change involved the survey.  After the Committee and the Evaluator reviewed the previous survey it was decided that this instrument would not be helpful in measuring the effectiveness of the program.  The committee believed that the Evaluator would be able to obtain needed information through other sources.

The third issue was not really a change but does require an explanation.  The evaluation plan stated that two Technology projects and two Targeted Services projects were to be evaluated in-depth.  The two-tier evaluation covers a technology program, the Kentucky Library Network which encompasses supporting projects.  The evaluation also covers the KDLA Services to Children programs, which involves supporting projects rather than two individual projects.

The overall assessment of the five-year plan has been completed and is attached.  A second attachment contains a compilation of our exemplary projects with anecdotal information and examples of projects that show how LSTA does make a difference to the citizens of Kentucky.

Kentucky Department for Libraries
and Archives


# LIBRARY SERVICES AND
# TECHNOLOGY ACT (LSTA)
# FIVE-YEAR PLAN EVALUATION


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2/7/02

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# EXECUTIVE SUMMARY

## *Introduction*

In June 2001, the Kentucky Department for Libraries and Archives (KDLA) selected Sandra Nelson to complete an independent evaluation of the federally funded Library Services and Technology Act.  The evaluation was required by the Institute for Library and Museum Services (IMLS) and included two main elements. The first was an overall evaluation of the progress made toward accomplishing the objectives in the KDLA *Five-Year Plan.* The second was an in-depth evaluation of two exemplary programs:  the Kentucky Library Network (KLN) and the KDLA services to children.

## *Overall Assessment*

The *KDLA Five-Year Plan* included four objectives:

- Objective 1: Support the development, maintenance, and/or linking of bibliographic union databases and access tools; provide mechanisms for referral of requests and access to information and materials contained within the databases

- Objective 2: Promote and facilitate the expansion of statewide network and other multi-type cooperative activities including the use of the Kentucky Information Highway, the Internet, World Wide Web, and other resource sharing strategies.

- Objective 3: Improve the service provided by the state library to the libraries and citizens of Kentucky to ensure equitable access to information, resources and services.

- Objective 4:  Strengthen the statewide library system by extending and improving access to and provision for library resources, services and personnel to areas of the state in which library services are inadequate and for children in urban and rural areas, the disadvantaged, and the disabled.

The overall review of *Five-Year Plan* found that KDLA has used LSTA funds effectively and that all four of these objectives have been accomplished.  The in-depth review of the Kentucky Library Network and the KDLA services to children found that both of those programs successfully served their target audiences and achieved their intended results.

The citizens of the Commonwealth of Kentucky are receiving better library services today than they were at the beginning of the review period (1997/98) and the programs and services funded by the LSTA program have been an important part of the improvement that has occurred.

# *Recommendations*

The recommendations are divided into two groups. The first set of recommendations address process issues – the relationship of the KDLA *Strategic Plan* and the *Five-Year Plan,* the evaluation strategies used for projects, etc. The second set of recommendations focus on program issues.

## PROCESS RECOMMENDATIONS

1. Make it easier to understand the relationship between the objectives in the *Five-Year Plan* and the projects intended to accomplish those objectives.

2. Require that all LSTA-funded project proposals (both in-house projects and subgrants) include the specific indicators to be used to evaluate the success of the projects and that the project managers collect the data needed to measure their progress toward reaching those indicators.

3. Begin to incorporate outcome measures into appropriate projects.

## PROGRAM RECOMMENDATIONS

1. Continue to emphasize collaboration at the state, regional, local level.

2. Continue to provide subgrants for demonstration projects and consider increasing amount of money allocated for such grants.

3. Review statewide programs annually to assess how those programs have been affected by the rapidly expanding electronic resources available to libraries and the increasing sophistication of library staff members and library users.

4. Continue to support children's services.

5. Review program priorities to determine if the successful children's services model can be effectively replicated to strengthen other services.

6. Continue to support KLN and KyVL and to help all libraries in Kentucky have the tools they need to access information in all formats.

7. Expand training opportunities for all levels of staff from all types of libraries.

# KDLA FIVE-YEAR PLAN:
# ACCOMPLISHMENTS AND LESSONS LEARNED

## *Overview*

The Kentucky Department for Libraries and Archives is responsible for administering the Library Services and Technology Act (LSTA) in Kentucky. In the 1996-97, KDLA staff members worked closely with the State Library Advisory Council, composed of members representing public, school, academic, special, and institutional libraries and library users, to develop a strategic plan for KDLA.  That strategic plan presented a clear vision for KDLA and included goals, objectives, strategies, and action plans that supported the newly authorized LSTA program. The priorities in the plan were based on surveys of the library community as well as the experience and expertise of the members of the Council and the staff of KDLA.

The strategic plan included a mission statement and three broad vision statements.

Mission: *The Kentucky Department for Libraries and Archives serves Kentucky's need to know by assuring equitable access to high quality library and information resources and services and helping public agencies ensure that adequate documentation of government programs is created, efficiently maintained and made readily accessible.*

Vision: *A dynamic, evolving organization, the Kentucky Department for Libraries and Archives is a leader in providing quality management and delivery of information resources. It envisions a future in which:*

    ▣ *Kentucky is a state whose people have equitable access to the information resources they need for work and home; where government policy and action is well documented and the management of public records promotes government efficiency; and where our libraries are vital partners in the development of this state.*

    ▣ *Public libraries are an essential, vibrant element in their communities – places where citizens have unlimited access to a wide variety of information, and are served by well-trained library and archival professionals. With government information readily accessible to citizens, all public agencies are partners with KDLA in meeting documentation and records management responsibilities and have active, ongoing records management programs.*

> ⊠ *KDLA has forged productive partnerships with these citizens and public agencies, and is known for its staff's strong service orientation, its ability to access a wealth of information resources, and its effective use of technology in all aspects of its work.*

This mission and vision for the future provided the framework for the development of the *Strategic Plan for Kentucky Department for Libraries and Archives.*

## The Five-Year Plan

The *Strategic Plan for Kentucky Department for Libraries and Archives* had five goals, one of which was specific to the state-funded services of KDLA and four of which addressed outcomes that were funded with both state and LSTA funds. KDLA used these four goals as the framework for developing objectives, strategies and activities for *Five-Year Plan* and *Annual Programs* from 1998-2002.

The *Five-Year Plan* was subdivided into two main sections, technology and services, and identified two objectives for LSTA-supported services under each.

Technology

⊠ Objective 1: Support the development, maintenance, and/or linking of bibliographic union databases and access tools; provide mechanisms for referral of requests and access to information and materials contained within the databases

⊠ Objective 2: Promote and facilitate the expansion of statewide network and other multi-type cooperative activities including the use of the Kentucky Information Highway, the Internet, World Wide Web, and other resource sharing strategies.

Services

⊠ Objective 3: Improve the service provided by the state library to the libraries and citizens of Kentucky to ensure equitable access to information, resources and services.

⊠ Objective 4: Strengthen the statewide library system by extending and improving access to and provision for library resources, services and personnel to areas of the state in which library services are inadequate and for children in urban and rural areas, the disadvantaged, and the disabled.

This section of the report will review the progress made toward achieving these four objectives and the lessons learned during the course of the years under review.

**TECHNOLOGY OBJECTIVES**

**Objective 1: Support the development, maintenance, and/or linking of bibliographic union databases and access tools; provide mechanisms for referral of requests and access to information and materials contained within the databases.**

**Overall Assessment: This objective was achieved.**

The rapid changes in technology and a turnover in project staff affected the implementation of this objective. However, during the three years under review, KDLA made significant progress in providing bibliographic access to materials to all citizens of Kentucky and it is clear that the objective was met. Details of the strategies and plans of action that led to the attainment of this objective follow.

Strategy 1.1. focused on continued support and development of the Kentucky Union List of Serials (KULS) and on providing access to archival and manuscript collections in the state. There were two action plans for accomplishing this strategy.

Action Plan 1.1.A. was to award a grant to the University of Louisville for the conversion of at least 8,500 records each year (Project 02-1B).

Accomplishments: A new project director was appointed in 1998 and most of the effort during this year was spent completing the conversion of the KULS database to OCLC, training local librarians to handle updates locally, and enhancing services to medical libraries by updating their holdings in both KULS and the National Library of Medicine's serial union list. In 1999, a total of 7,400 records were updated. In 2000, the number of records updated increased 65% to 12,437.

Lesson Learned: It often takes between six months and a year for a new project director to become familiar with the project and to be in a position to meet standards.

Action Plan 1.1.B. was to expand the Kentucky Guide database (Project 03-1A).

Accomplishments: During the period under review the Kentucky Guide was renamed the Kentucky Archival and Manuscript Collections Automated Catalog (KAMCat), loaded onto a server at KDLA, and made available through the Internet. There were some

problems with the hardware during this transition, which made it difficult for staff to add and update records.  However, over the course of the three years under review a total 1,809 new records were added and 2,169 records were edited and updated.

Lesson Learned*:*  There is usually a reduction in productivity immediately before and after the installation of new hardware or software and grant managers need to take this into account when planning.

Strategy 1.2. was to enhance the integrated on-line library system to provide access to KDLA holdings and to continually update the KDLA holdings records.  There were two action plans for accomplishing this strategy.

Action Plan 1.2.A. was to maintain the Integrated Online System (Project 02-1C).

Accomplishments and Lessons Learned*:* This program is a part of the Kentucky Library Network (KLN), which is one of two projects selected for in-depth evaluation.  The in-depth evaluation can be found on pages 23-28.

Action Plan 1.2.B. was for KDLA to operate a centralized cataloging and processing center (Project 02-1D).

Accomplishments: During the three years under review the KDLA centralized cataloging and processing center served as the cataloging agent for KLN, created title level access to IAC Magazine and Business Collections, cataloged and processed large print books, and managed the Court of Last Resort Cataloging Center (CLARC) to create bibliographic records for local and non-print items.

|  | 1998 | 1999 | 2000 |
|---|---|---|---|
| KLN |  |  |  |
| New records | 1,140 | 1,196 | 1,593 |
| Edited records | 1,262 | 993 | 1,106 |
| Records tapeloaded to OCLC | 175,880 | 377,214 | 236,732 |
| Titles made accessible through IAC | 671 | 177 | NA |
| Large print books cataloged | 1,339 | 1,622 | 1,366 |
| Records created by CLARC | 3,130 | 1,366 | 1,533 |

In addition to providing cataloging and processing support, staff from the center presented training programs, visited libraries throughout the state publicizing the program, and participated on a variety of committees charged with expanding and enhancing networking and resource sharing in Kentucky.

Lessons Learned*:* As noted earlier, staff turnover often makes it impossible for projects to meet the identified results.  That is particularly true in the case of this project, because of the highly complex work being done, which creates a relatively long learning curve for new staff.

A second lesson relates to the involvement of staff on a variety of committees.  The rapidly changing networking environment in Kentucky during the three years of this project required that center staff (and many other KDLA staff as well) spend a lot of time in planning and implementing new projects, services, and relationships.  This was very important work, but occasionally made it difficult to accomplish all of the daily responsibilities of the center.

**Objective 2: Promote local capacity for reference and/or interlibrary loan services to libraries through electronic methods, i.e. Kentucky Information Highway, Internet and World Wide Web, and/or resource centers.**

**Overall Assessment:  This objective was achieved.**

The various strategies that were designed to accomplish this objective were interrelated and the rapid changes in technology created an interesting dynamic.  At the beginning of the three years under review, the primary emphasis was on supporting local library reference and interlibrary loan through centralized services. By the end of the three years, the Kentucky Library Network, high-speed access to the Internet, and technology training had made local library staff more sophisticated and self-sufficient, and the various centralized programs had been modified to reflect changing conditions.

Details of the strategies and plans of action for this objective follow.

Strategy 2.1. was to provide support for interlibrary cooperation among Kentucky libraries.  There were two action plans for accomplishing this strategy.

Action Plan 2.1.A. was to fund networking activity for Kentucky Library Network (KLN) members (Project 02-1C).

Accomplishments *and* Lessons Learned*:* This program is one of two projects selected for in-depth evaluation.  The in-depth evaluation can be found on pages 23-28.

Action Plan 2.1.B. was to provide access to information and materials (Project 02-2A).

Accomplishments*:* The funds in this project were used for general operating costs including telecommunications costs for OCLC and incoming WATS lines in the Kentucky Library Information Center

(KLIC) offices, postage, desk top supplies and staff travel to professional meetings and workshops to present or to be trained. This project is a subset of the overall KLIC program, which is evaluated in detail in 2.2.A.

Lesson Learned*:*  It is very difficult to evaluate a portion of program. All costs associated with a specific program should be included in a single action plan.  That will provide a clearer picture of both the total expenses associated with the program and the full effect of the program.

Strategy 2.2. was to promote the local capacity for reference and interlibrary loan services and there was one action plan to accomplish this.

Action Plan 2.2.A. provided funding for the Kentucky Information Centers (KLICs) and for operating expenses for the KDLA Interlibrary Loan Unit (Projects 02.2B and 02.2C).

Accomplishments*:*  This project provided subgrants to three resource libraries to provide materials to support the KLICs, which are staffed by KDLA staff members. Operating funds for the KDLA Interlibrary Unit were also included in this activity. Operating funds for the KLIC offices were funded under Action Plan 2.1.B.

During the three years under review the use of the KLICs declined steadily.  The three KLICs processed 3,157 requests for reference service in 1998, 2,600 requests in 1999, and 1,651 in 2000.  This decline was not a reflection of the quality of the service provided – an average of 93% of the requests were completed during the three-year period.  Instead it was a reflection of the increased ability of local library staff to meet their users' needs thanks to improved training and access to electronic databases and statewide bibliographic resources.  KLIC staff reported that although the number of requests reduced sharply during the three years, the complexity of the questions increased.  That too reflects the increasing expectations of local library staff and users.

KLIC services evolved to reflect the changing needs of their constituents.  With widespread access to the Internet and to licensed electronic informational databases, library staff became better able to meet the informational needs of their clients without having to contact a KLIC officer for reference/research assistance.  As the numbers of questions declined, KLIC operations were consolidated. In 1999, one of the KLIC librarians retired and the number of KLICs was reduced to two.  A second KLIC librarian was considering retirement at the end of 2000 and there were plans to consolidate the KLIC services into a single location.  KLIC officers added interlibrary loan training and support to their toolbox and assisted

library staff with specific needs and questions relating to basic resource sharing.

The operating expenses for the KDLA Interlibrary Loan Unit were also funded as a part of the activity.  The ILL Unit also saw a reduction in use over the three years under review.  Requests decreased from 7,610 in 1998 to 6,765 in 2000, an 11% decline. This decrease was not as severe as the decline in the use of the KLICs over the same period of time, although it was probably caused by the same factors.

Lessons Learned*:* The information services provided by KDLA are inter-related and significant improvements in one program may lead to a decline in the use of other programs. As KLN/KyVL expanded and local library staff became more proficient in using electronic information resources, the need for mediated reference assistance reduced.  KDLA responded to this reduced demand by closing one KLIC and reallocating a portion of the KLIC funding for other services for which there was a greater demand.

Strategy 2.3. was to support and/or provide training opportunities relevant to the development, maintenance, and linking of electronic networks and resources.  There was one action plan for this strategy.

Action Plan 2.3.A. was to provide workshops and classes for at least 300 library staff members (Project 02-2D).

Accomplishments*:*  This project was initiated in 2000.  Prior to that there were few computer training labs in Kentucky that were available for training library staff members.  During 1999 two things happened to improve the training lab environment.  First, the Gates Library Initiative provided grants to libraries across the state for equipment and software.  Then a state-funded project, EMPOWER Kentucky, placed public computers in libraries.  These two projects created an infrastructure for training.  The funds in this project were used to help libraries with computer labs develop technology training programs for their staff and for staff members from nearby libraries.

Subgrants were awarded to three libraries to provide support for the training lab infrastructure and to make local arrangements for technology based training for library staff. The three sites were allowed to select their own training topics.  Interestingly, the topics selected by each of the sites were very similar:  Microsoft applications and Internet resources in medicine, genealogy, and legal resources.

It is difficult to identify the specific accomplishments of the programs in the three sites because no common statistical data was reported.

The *Annual Program* indicated that each library would report the number of programs presented and the number of library staff trained, but that information is not included in the *Annual Report*.

Lessons Learned*:* Sub-grantees must be held accountable for reporting data that are a part of the LSTA evaluative process.

Although the *Annual Report* did not include enough data to indicate the relative success of these programs, there were several pieces of anecdotal data that suggested problems to be addressed in future programs like this. The most serious issue arose when the Lexington Public Library used subgrant funds to "subsidize the salaries of current staff to develop and present training sessions. This presented some difficulty for them as the staff used had full time responsibilities prior to their training lab assignments." The library suggested that in the future non-staff should be hired to develop and deliver the training. Current KDLA policy does prohibit libraries from using LSTA funds to supplement the salaries of full-time staff members. This policy should be monitored in all grants.

The sub-grantees reported that attendance at the training program was inconsistent and that programs often were not full. One possible problem that was identified was the location of the training labs; they were in the central part of the state and therefore staff from far eastern, western, and southern portions of the state were not even invited to participate. This suggests several possible new approaches: opening up the sessions to anyone in the state; using training labs in the eastern, western, and southern portions of the state; reviewing and revising the advertising strategy; presenting training at convenient times; and ensuring that topics are of real interest to target audiences.

Strategy 2.4. was to review and evaluate statewide resource sharing and networking activities and revise programs as needed and there was one action plan for this activity.

Action Plan 2.4.A. was to develop an ongoing evaluation program.

Accomplishments*:* There is no project number associated with this activity nor was any ongoing evaluation program developed.

Lesson Learned*:* Evaluation is not a separate activity. It is an integral part of each project and must be included in each project beginning in the planning phase and continuing throughout the implementation of the project.

**SERVICE OBJECTIVES**

**Objective 3: Improve the service provided by the state library to the libraries and citizens of Kentucky to ensure equitable access to information, resources and services.**

**Overall Assessment: This objective was achieved.**

Some of the projects that were designed to support this objective did not attain their projected service levels and others did not provide enough information to determine what effect, if any, they had on achieving the objective. However, overall the projects clearly helped to ensure equitable access to information, resources and services for all citizens of Kentucky.

Details of the strategies and plans of action that led to the progress made toward this objective follow.

> Strategy 3.1. was to centralize at the state level programs that cannot be handled economically at the local level and to provide a comprehensive collection of easily accessed materials so that KDLA can serve as the central information resource for Kentucky libraries. There were four action plans for this strategy.

>> Action Plan 3.1.A. was to select and acquired new materials to enhance information resources (Project 02-3E).

>> <u>Accomplishments</u>: The project had specifically defined outputs, which evolved over the three years of the project.

| | Questions Answered | Searches | CD-ROMs Installed | Items Added | Circulation | Pages Added to Vertical File |
|---|---|---|---|---|---|---|
| **1998** | | | | | | |
| Target | 14,000 | 2,500 | 100 | 1,500 | 17,000 | 12,000 |
| Actual | 17,100 | N/A | N/A | 1,262 | N/A | 11,100 |
| **1999** | | | | | | |
| Target | 15,000 | Deleted | 100 | 1,500 | 17,000 | 12,000 |
| Actual | 13,500 | | N/A | 1,196 | 20,000 | 10,300 |
| **2000** | | | | | | |
| Target | 15,000 | Deleted | Deleted | 1,500 | 17,000 | 12,000 |
| Actual | 11,700 | | | 982 | 10,000 | 11,500 |

>> KDLA revised the intended outputs for this project each year to reflect the changing technological environment, which was appropriate. However, as has been noted in other projects, the data included as a part of the proposed evaluation in the *Annual Program* were not always reported in the *Annual Report.* This makes it difficult to provide an accurate assessment of the project. The data that were reported were consistently lower than projections. As

noted in the 2000 *Annual Report* "The State Library faces some of the same trends other libraries are seeing across the country. Both reference and circulation figures are down."

Lessons Learned: Once again, the changes in technology that occurred during the three years under review had an effect on the project outcomes. For example, at the beginning of the project period, the intent was to purchase and make available a variety of reference resources on CD-ROM. By the third year of the project, that was no longer the most effective way to deliver the information. Instead libraries were accessing information electronically using the Internet. The dramatic increase in Internet use by librarians in Kentucky is also reflected in the lower than projected use figures in every category of this project.

KDLA staff made some adjustments during the three years to reflect new conditions. In the future, it is likely that projects will have to be designed to be more flexible. This may require mid-year revisions and will almost certainly require more significant modifications in each year's *Annual Program* than have been typical.

Action Plan 3.1.B. was to provide a central collection of video cassettes and/or films, provide adequate staff support levels, and procure resources necessary to operate the film/video program (Project 02-3D).

Accomplishments: This project provided all libraries in Kentucky with a collection of high quality educational and professional videos and films. These materials were used for public programming for children in day care centers and libraries and for seniors in libraries, nursing homes and other institutions. Close captioned videos were used to provide services to the hearing-impaired. Training materials in a variety of areas were made available to employers and employees. Library specific training tapes were used to support the statewide certification program.

The intended project outputs included the purchase of at least 500 items per year, and projected annual circulations of 13,000 in 1998 and 13,525 in 1999 and 2000. Actual outputs are listed below.

|  | Items Added | Circulation |
|---|---|---|
| 1998 |  |  |
| Target | 500 | 13,000 |
| Actual | 584 | 11,849 |
| 1999 |  |  |
| Target | 500 | 13,525 |
| Actual | 654 | 11,001 |
| 2000 |  |  |
| Target | 500 | 13,525 |
| Actual | 664 | 13,214 |

The number of items added exceeded projections, but circulation fell below the intended output for each of the three years. However, the 20% increase in circulation between 1999 and 2000 was a good sign for future use. The increase appears to be the result of better promotion of the program and the installation of an online booking system, which allows local library staff to perform key word and Boolean searches in the AV catalog and book the films they select electronically. A new free courier service among many public libraries and KDLA was implemented in August 2000 and may have contributed to increased usage.

Lessons Learned: Advances in technology do not automatically mean that use of library services will decrease. When library staff were given the opportunity to search the AV catalog and book their selections electronically use of the collection increased.

Action Plan 3.1.C. was to provide county libraries with additional print or non-print information to increase or enhance local collection to better meet patron needs (Projects 04-4E and 04-4E1).

Accomplishments: This project had two components. The first was to assist local library staff to develop their collections by providing newsletters and bibliographies. The main accomplishment of this part of the project was the production and distribution of the bi-monthly collection management newsletter *SelectioNotes.* The grant also provided funding for subscriptions for professional materials in the area of collection development and for project staff to attend professional meetings and training.

The second component of this project was to provide subgrants to eligible libraries in seventeen of the most populous counties in Kentucky. The grants were non-competitive and were to be used for juvenile and adult print and non-print materials. Based on the information about this project in three *Annual Programs* under review, the primary evaluation mechanism was the timely distribution and expenditure of grant funds. The evaluation criteria for two years also included the increase in the number of books per capita that would result from this project, but there was no data on that increase in any of the *Annual Reports.* Anecdotal data from several of the library directors who received grants suggests that the grant money was useful.

In the absence of hard data about the affect of the grants on circulation or on books per capita in Kentucky, it is impossible to evaluate the success of this project.

Lessons Learned: It is impossible to determine how effective a project is in meeting identified needs if there are not clearly defined expected outputs or outcomes (with measures) included in the project planning.  An evaluation based on the timely appropriation and expenditure of funds provides no data on the success of the project.

Action Plan 3.1.D. was to support, maintain and expand services to the blind and physically handicapped in Kentucky (Project 04-3F).

Accomplishments: This project provided public library services in 111 of the state's 120 counties to people who cannot read printed matter because of a physical disability.  The other counties were served by two sub-regional libraries (Projects 04-4F1 and 04-4F2).  As can be seen in the table below, the project met or came close to meeting its intended results in 1998 and 1999, but fell well below those targets in 2000.

| | Patrons | Circ – Book | Circ - Descriptive Video | Books Recorded |
|---|---|---|---|---|
| 1998 | | | | |
| Target | 3,600 | 160,000 | 1,000 | 45 |
| Actual | 3,737 | 152,818 | 2,200 | 34 |
| 1999 | | | | |
| Target | 3,600 | 160,000 | 1,000 | 40 |
| Actual | 3,443 | 159,576 | 1,032 | 38 |
| 2000 | | | | |
| Target | 3,850 | 170,000 | 1,000 | 40 |
| Actual | 3,190 | 139,955 | 1,187 | 38 |

The project manager noted in the 1999 *Annual Report*, "The drop in patrons served was simply because we did not recruit as many new patrons as in the past while our loss rate due to death, ill health and moving out of the service area continued as before."  The drop in number of patrons served was even more severe in 2000 and it was accompanied by a large decrease in circulation as well.  During 1999 and 2000 the staff were heavily involved in upgrading their system, and weeding and barcoding the collection.  All of these activities are staff intensive, and they clearly had an effect on the ability of staff to meet the intended outputs of the project.

Lessons Learned:  Ongoing projects such as this one often fall into the pattern of submitting a similar *Annual Program* each year rather than writing a plan that reflects the actual conditions anticipated for the coming year.  When large one-time projects are likely to make it difficult for staff to meet the preceding year's targeted outputs that fact should be reflected in the current year's plan.

Strategy 3.2. was to improve the capacity of the KDLA local network and provide links to the state networks and the Internet. There were four action plans for this strategy.

Action Plan 3.2.A. was to provide telecommunications and computer hardware and enhancements and to upgrade software as needed to send and receive electronic data and voice communication (Project 01-3B).

Accomplishments: This project provided the staff and equipment needed to develop, operate, maintain, enhance and support information technology services at KDLA. The project descriptions in the three *Annual Programs* were very general and the evaluation plans were even more general: technology needs are assessed and evaluated, needed hardware and software are purchased, staff levels are maintained, etc. These are not indicators of project success; they are restatements of the project descriptions.

In 2000, one more specific measure was included: the degree to which usage problems, issues and support needs are responded to, based on data collected by a help management system. However, no data on the measure were reported in the *Annual Report.*

Lessons Learned: As noted earlier, projects must include clearly defined measures of success in their planning or there is no way to effectively assess the project.

Action Plan 3.2.B. was to manage and produce computer generated information, automate library and program development functions, and maintain sufficient staff levels to manage electronic resources which are necessary to meet the information needs of the library constituency (Projects 04-4B and 04-4B1).

Accomplishments: These projects provided professional consultation and training to public library staff and trustees on technology-related issues.

Unlike some of the other projects in this objective, the planning for Project 04-4B did include lists of very specific intended outputs for 1999 and 2000. However, the *Annual Reports* for this project did not provide much data on those outputs. The reports provided lots of other data instead. There were some connections between the two sets of data, but the links were hard to make.

Although this made assessment more difficult than it needed to be, there is certainly evidence that this project was successful in meeting the overall project objective. Most of the 1998 project year was spent hiring and training staff. During the years 1999 and 2000

the consultant helped 14 libraries to install or upgrade automation systems, presented eight training programs, helped 70 counties apply for e-rate funds, and assisted libraries to get high-speed access to the Internet (by the end of the three years 85% of the libraries in Kentucky had high-speed access).

The two training subgrants were very successful. Over 100 library staff attended training programs in 1999. In 2000 the subgrant was used to plan and present a week-long Bootcamp for NT system administrators, many of whom had little or no previous computer training.  Over 100 people attended the Bootcamp and the results were impressive.  96% of those enrolled in the Bootcamp failed the pre-test; the average score was 51%.  At the end of the week 97% of the attendees passed the post-test with an average score of 90%.

Lessons Learned: The contrast in the two projects supporting this strategy is interesting.  In the first project it was difficult to identify specific results because the *Annual Program* and the *Annual Report* provided no evaluative data.  In the second project, although the *Annual Program* and the *Annual Report* included different data elements, which made evaluation somewhat difficult, some of the measures included were very useful. For example, the specific data from pre and post-tests provided an effective way to measure to effect of training.

Strategy 3.3. was to provide consultive and specialized services necessary to insure the provision of quality public library services throughout the state.  There was one action plan for this strategy.

Action Plan 3.3.A. was to promote and improve awareness of library services offered through Kentucky public libraries (Project 01-3C).

Accomplishments: This project was intended to develop a statewide public awareness of libraries.  Over the three years under review, the project had a number of successes.  In 1998 KDLA had an exhibit at the state fair, which was viewed by a great cross-section of 500,000 people who attended the fair.  During 1998, 1999, and 2000 project staff developed and disseminated the *KDLA Annual Report* to 1,500 targeted citizens.  In 1999 and 2000 the report was also made available on the KDLA web site.  Project staff made an effort to partner with a wide variety of state and national groups throughout the three years including the Public Library Section of the Kentucky Library Association, the Kentucky Virtual Library, Kentucky Educational Television, the Kentucky Arts Council, the Kentucky Department of Education, the Kentucky Heritage Council, the Kentucky Council of Teachers of English, and the EMPOWER Kentucky Project.

Kentucky was selected as one of eight states to participate in the national "Community Library Advocacy Project" sponsored by Libraries for the Future and Friends of Libraries USA. KDLA staff partnered with the Public Library Section of KLA to present a series of advocacy workshops across the state. Perhaps the most significant measure of awareness is the fact that between October 1999 and September 2000 the KDLA website was accessed over 1,534,000 times – and these numbers do not include KDLA staff use of the site.

Lessons Learned: As the project director acknowledges, it is difficult to gauge the success of public awareness programs. Certainly the number of hits of the KDLA website and the increasing number of collaborative partners would suggest that KDLA is getting its message out.

Strategy 3.4. was to provide training and continuing education for KDLA staff to insure a competent, qualified workforce to serve the libraries and citizens of the commonwealth. There was one action plan for this strategy.

Action Plan 3.4.A. was to develop and/or provide continuous training opportunities for staff (Project 01-3A)

Accomplishments: This project was intended to provide training to the 167 staff members of KDLA. In 1998 it was projected that all members of the staff would attend at least one training program during the year. A total of 446 training sessions were attended in 1998, but there is no data on how many individuals attended programs. In 1999 421 staff attended training sessions; again there is no data on how many individuals that represents. In 1999 KDLA began offering Ziff Davis online training for staff. Approximately 150 staff members received accounts and nearly 75% of those staff members either took one or more courses or used the online courses to obtain specific information. In a staff survey at the end of 1999 there was noticeable improvement in staff reaction to continuing education.

In 2000, 68 staff members attended a total of 166 training sessions (there is no report on the number of staff who completed online training programs). This is just 48% of the total staff, which underlines the fact that some people take full advantage of any training offered and others resist training opportunities no matter how appropriate or convenient.

The 2000 *Annual Report* includes a number of comments from employees who have participated in the training programs and they all indicate that the employees who take advantage of this program found it very useful. Although the initial projection of 100%

participation was not met, this clearly has been a successful program that meets real staff needs.

Lessons Learned: It can be difficult to project how much a service will be used in the planning stages of a project. Adjustments often have to be made in the second year of the project after baseline data have been gathered.

**Objective 4: Strengthen the statewide library system by extending and improving access to and provision for library resources, services and personnel to areas of the state in which library services are inadequate and for children in urban and rural areas, the disadvantaged, and the disabled.**

**Overall Assessment: This objective was achieved.**

The strategies designed to support this objective provided consultant services to small and rural libraries, outreach services to the blind and physically handicapped, subgrants for pilot projects highlighting collaboration between libraries and other organizations, and special programs and services for children. The project reports indicate that these services have been successful in their stated aims.

Details of the strategies and plans of action that led to the progress made toward meeting this objective follow.

Strategy 4.1. was to provide state-level and regional consultants, specialists, and support staff and to procure and improve materials and resources necessary for the effective planning, management, promotion, implementation, and evaluation of public library programs and services.

There was one action plan for this strategy.

Action Plan 4.1.A. was to provide consultation and assistance to each library region in the state (Project 04-4C).

Accomplishments: This project supported the regional consultants, specialists, and support staff necessary to provide advice and assistance to public library managers and trustees. The measures of success for this project were divided into three groups: services provided by regional staff, professional development activities attended by regional staff, and publication and distribution of the *Public Library Newsletter.* The *Public Library Newsletter* was published bi-monthly and distributed to approximately 1,200 staff and trustees each year.

Throughout the three years under review, there were critical staff vacancies in the regions. A new Director of Field Services was hired in 1998 and two regional librarian positions were open. Both of

those positions were filled in 1998, but one regional office was closed and a technician position was converted into a position for a children's specialist to be housed at KDLA. During 2000, 25% of the regions (4) were without full-time consultants due to retirements and long-term sick leave.

In 2000, the results of a self-evaluation begun in 1999 were implemented. Five regions were collapsed into four, resulting in a total of twelve regions for the commonwealth. Efforts were made to move offices to central regional hubs to facilitate recruitment.

In view of the staff shortages and programmatic changes, the degree to which the project's defined outputs were achieved is impressive. This is clearly a successful program that is in the process of undergoing significant changes to reflect current conditions and needs.

Services Provided by Regional Staff

|  | Trustee Orientation Sessions | Board Meetings Attended | Meetings Facilitated - Directors, AV, Spec. Serv. etc | CE Programs Presented |
|---|---|---|---|---|
| **1998** |  |  |  |  |
| Target | N/A | N/A | N/A | N/A |
| Actual | 66 | 822 | 301 | 122 |
| **1999** |  |  |  |  |
| Target | 50 | 900 | 54 | 60 |
| Actual | 69 | 930 | 113 | 99 |
| **2000** |  |  |  |  |
| Target | 50 | 900 | 95 | 75 |
| Actual | 44 | 688 | 173 | 59 |

Professional Development Activities

|  | Attend Four Regional Meetings | Attend One Staff Day | Each Attend Two Statewide Conferences | Staff Attend ALA |
|---|---|---|---|---|
| **1998** |  |  |  |  |
| Target | N/A | N/A | N/A | N/A |
| Actual | N/A | N/A | N/A | N/A |
| **1999** |  |  |  |  |
| Target | 4 | 1 | Yes | 2 |
| Actual | 4 | 1 | Yes | 3 |
| **2000** |  |  |  |  |
| Target | 4 | 1 | Yes | 2 |
| Actual | 4 | 1 | Yes | 2 |

<u>Lessons Learned</u>: Programs and services need to be evaluated and updated regularly to ensure that they continue to meet clients' needs. An in-depth self-assessment is an effective way to involve all stakeholders in discussions about current and future services.

Strategy 4.2. was to promote the planning, maintenance and/or expansion of programs for the disadvantaged, children and young adults, disabled, people with limited functional literacy or information skills and people having difficulty using a library. There were four action plans for this strategy.

Action Plan 4.2.A. was to promote and assist libraries with outreach programs including the formation of partnerships and alliances (Projects 04-4D1 and 04-4D2).

Accomplishments: This project funded the following competitive sub-grants: three subgrants were awarded to libraries to support school-public library partnerships; two subgrants were awarded to libraries to support economic development partnerships; and one early childhood education subgrant was awarded.

All of the project directors of these subgrants reported that these projects were successful in helping the public libraries involved create stronger partnerships with other agencies in their communities. They also reported that the projects had a positive effect on the audiences targeted to be served by the participating agencies. These successful projects have provided models for other libraries interested in collaborative ventures to follow.

These six subgrants were an effective means to address the strategy and make progress toward meeting Objective 4.

Lessons Learned: Sub-grants help individual libraries improve services to under-served populations and provide a mechanism to test new programs that can serve as models for other libraries.

Action Plan 4.2.B. was to promote and coordinate basic education for library staff members and board members (Projects 04-4A, 04-04A1, 04-4A2, 04-4A3, 04-4A4, and 04-4A5).

Accomplishments: These projects provided continuing education for public library staff members and trustees. The continuing education offerings increased significantly during the three years under review. Two tiers of continuing education funding were made available. Each of the regional librarians received an allotment of LSTA funds to provide regional training programs and to provide tuition reimbursement to eligible library staff within the region. KDLA also allocated money specifically for a variety of statewide training initiatives including long-range planning, trustee development, bookmobile services, fund-raising and partnerships, Internet filtering, collection development, marketing, facilities, network administration, etc. These programs were well planned and well attended.

There is clear evidence that the programs presented were very successful. The evaluations were generally very good and library staff actually implemented some of the things that they learned.  For instance, in a survey taken six months after the long-range planning workshop one third of those present said that their libraries had revised their long-range plan as a consequence of the training.  Over half of the participants developed their first long-range plan after the training, and a full two-thirds had developed a long-range planning committee as a result of the training.

Lessons Learned: It is more efficient to manage all of the statewide continuing education programs in a single project as was done in 2000 than it is to try to manage them as separate projects as was done in 1998 and 1999.

Action Plan 4.2.C. was to provide information, materials, consultation, training, and technical assistance to public librarians in strengthening, maintaining, and expanding programs for the disadvantaged, people with disabilities, and children (Projects 04-4F1, 04-04F2, and 04-04H).

Accomplishments: These projects supported the two Kentucky Subregional Talking Book Libraries and a rotating collection of large print books.

The two Subregional Talking Book Libraries were established to expand the services of the Talking Book Library housed at KDLA in Frankfort (Project 04-3F).  The Northern Kentucky subregional library serves people with disabilities in eight counties.  The Louisville subregional serves people with disabilities in Jefferson County.

|  | Northern Kentucky Subregional | | Louisville Subregional | |
|---|---|---|---|---|
|  | Patrons | Circulation | Patrons | Circulation |
| 1998 |  |  |  |  |
| Target | 600 | N/A | 1,650 | N/A |
| Actual | 518 | 20,523 | 1,209 | 50,138 |
| 1999 |  |  |  |  |
| Target | 600 | 20,000 | 1,300 | 60,000 |
| Actual | 742 | 19,682 | 1,242 | 59,271 |
| 2000 |  |  |  |  |
| Target | 600 | 20,000 | 1,300 | 60,000 |
| Actual | 557 | 24,304 | 1,892 | 53,248 |

Together the subregional libraries served approximately 2,000 people annually and circulated an average of 175,000 items per year. This is an important supplement to services provided by the KDLA Talking Book Library, which circulated an average of 140,000

items to an average of 3,300 people annually during the three years under review.

The rotating collections of large print materials are popular with libraries and library users and are an effective way to use LSTA monies.  Most libraries have a relatively small but dedicated group of readers who need large print materials.  These people tend to be heavy readers who want regular access to new titles.  Large print titles cost around $20.00 each and most Kentucky libraries do not have the resources to meet the ongoing demand for new large print books.  The practice of rotating materials among libraries allows libraries to provide fresh materials a no cost.  However, managing the rotating collections at KDLA is time-consuming.  There is no staff associated with this project and keeping track of over 200 collections is no easy task.  During the three years under review, the procedures for managing these collections were streamlined and simplified.

<u>Lessons Learned</u>:  A number of statewide projects have seen a decline in use as a result of the increasing technological sophistication of local library staff members.  However, the need for centralized programs to provide special collections will continue and may even grow over the next five years as library managers face flat or reducing revenues and increased demand for print, nonprint, and electronic resources.

Action Plan 4.2.D. was to provide statewide coordination of services for children and young adults and training and technical assistance to public library staff to help them meet the informational and recreational needs of children and young adults (Project 04-4G, 04-4G1, 04-G2, 04-G2a, 04-G2b, and 04-G3).

<u>Accomplishments</u> *and* <u>Lessons Learned</u>*:* This program is one of two projects selected for in-depth evaluation.  The in-depth evaluation can be found on pages 28-39.

# KLN/KYVL AND SERVICES TO CHILDREN: IN-DEPTH EVALUATIONS

The Institute for Museum Library Services (IMLS) asked that state library agencies complete a two-tier evaluation process. The first part of the process was to provide an overall evaluation that describes the level of success in achieving the goals in the *Five-Year Plan.* The second part of the process was to provide an in-depth evaluation of selected projects, programs, or activities. IMLS provided these guidelines for selecting in-depth projects: "States should consider the importance of the goal/activity for the state; the cumulative amount of funding expended under the goal/activity; a mix of regrant and state-level project when appropriate; and projects that the State wishes to highlight." The KDLA LSTA Evaluation Team selected two programs to be evaluated in depth: the Kentucky Library Network (KLN) and the KDLA services to children.

## *KLN/KyVL*

### INTRODUCTION

The Kentucky Library Network (KLN) was incorporated in 1985 as the result of a partnership between the Kentucky Department for Libraries and Archives (KDLA) and the Kentucky Library Network, Inc., a membership organization composed of Kentucky libraries of all types. KLN was designed to provide all Kentucky libraries with a coordinated, equitable method of access to information resources. It was intended to be flexible enough to allow libraries to make contributions according to their ability while ensuring equitable access to all.

During the three years under review KLN provided services that supported two objectives and two action plans in the KDLA *Five-Year Plan*, although LSTA funding and reporting were centralized in Project 02-1C.

Objective 1: Support the development, maintenance, and/or linking of bibliographic union databases and access tools; provide mechanisms for referral of requests and access to information and materials contained within the databases.

Action Plan 1.2.A. Maintain the Integrated Online System.

Objective 2: Promote local capacity for reference and/or interlibrary loan services to libraries through electronic methods, i.e. Kentucky Information Highway, Internet and World Wide Web, and/or resource centers.

Action Plan 2.1.A.: Fund networking activity for Kentucky Library Network (KLN) members.

During the three years covered by this LSTA evaluation, KDLA moved from supporting access to electronic informational databases through KLN to KyVL. KDLA continued to be fiscally responsible for obtaining, producing, loading, and maintaining machine-readable bibliographic/holdings records for a statewide union database of bibliographic records from KLN libraries and for the fiscal and training support of the basic interlibrary loan activities of KLN members through OCLC Group Access Capability (GAC).  KyVL assumed responsibility for providing access to electronic informational databases, training library staff to use those electronic resources and providing enhanced resource sharing through a statewide ground courier service.

KDLA maintained support for the Kentucky Union List of Serials, a part of the Kentucky library bibliographic records and holdings at OCLC; KAMCAT, the KDLA guide and archival catalog; KDLA's participation in the KyVL Endeavor Consortia project; and a Government Information Locator Service (GILS) pilot for the Commonwealth: Find It! Kentucky.

## ACCOMPLISHMENTS

**Overall Assessment:  The Kentucky Library Network and the KDLA programs that support it were very successful during 1998/99. The evolution from KLN to KyVL was well managed and provided Kentucky library users with expanded access to information and materials.  Use of electronic databases between 1998 and 2000 increased by 500%.**

In 1998 KLN had a number of components, which were being funded by KDLA with LSTA monies:

- Producing, merging, and maintaining machine-readable records for a statewide union database of bibliographic records from KLN libraries
- Supporting interlibrary loan activities of KLN members through OCLC Group Access Capability (GAC)
- Providing access to electronic databases through OCLC FirstSearch for KLN members
- Training to help library staff to understand and use KLN services
- Supporting other statewide information access and delivery methods

In addition, KDLA was using LSTA monies to fund four in-house programs that supported the KLN mission of providing coordinated and equitable access to information resources including:

- Producing and maintaining a union list of serials (KULS) from all types of libraries through a grant to the University of Louisville (Project 02-1B)
- Producing and maintaining a statewide electronic catalog of manuscripts and archival records (KAMKAC) (Project 03-1A)

⊠ Supporting the Kentucky Library Information Centers (KLICs) (Project 02.2B)

⊠ Supporting an interlibrary loan section at KDLA (Project 02.2A and 02.2C)

These four projects were evaluated in the general review of the *KDLA Five-Year Plan* earlier in this report.

During 1999, the Kentucky Virtual Library (KyVL) was established with the mission *All Kentuckians will have equitable access to quality library and information resources and qualified, well-trained staff to support the Kentucky Virtual University as well as meet broader needs for learning, working and living.* Staff from KDLA played an active role in the establishment of KyVL. Jim Nelson, the KDLA Commissioner and State Librarian, was appointed Chair of Commonwealth Virtual Library Steering Committee in March 1998.  The name of the Steering Committee was later changed to Virtual Library Advisory Committee and Commissioner Nelson remained chair through July 2001.

Three of the six KyVL goals mirrored the goals of KLN:

⊠ To enhance the efficiency and cost-effectiveness of resource sharing among Kentucky libraries by utilizing current and emerging technologies.

⊠ To increase access to available electronic resources through cooperative statewide licensing agreements.

⊠ To provide a core collection of digital information resources at lower per unit cost to enhance teaching, learning, research and public services.

By 2000, the services provided by KyVL had led to a modification of the service components of KLN.  KyVL was providing access to electronic databases and supporting a statewide delivery service so KLN no longer focused on those services.  However, they continued to provide the other services they had been providing and added two new services as well.

KLN maintained its support for the development of the statewide database. The number of titles in databases increased slowly (see the table below), but many of the titles that were added were titles that had not loaded automatically during tapeloads.  KDLA staff had to determine and fix the problem for each of these – a time-consuming process.

|  | 1998 | 1999 | 2000 |
|---|---|---|---|
| KLN Database – Titles | 3,700,000 | 4,000,000 | 4,375,000 |

Training was high priority for KLN in 1998 and 1999 as can be seen in the table below. The number of workshops and the attendance at those workshops increased dramatically in 1999.

|  | 1998 | 1999 | 2000 |
|---|---|---|---|
| Workshops Presented | 14 | 45 | 11 |
| Workshop Attendance | 315 | 1,042 | NA |

Training continued to be priority in 2000, but with a somewhat different emphasis.  With the migration of responsibility for providing electronic databases to KyVL, KDLA was no longer responsible for providing training on specific databases.  As a result of the first Training Needs Assessment in 2000, KDLA shifted the focus of training to the specific information available via the Internet; e.g., searching the Internet for medical information, legal reference services and resources on the Internet, genealogy, and GPO access, among others.  There was a sharp drop in the number of workshops presented in 2000, but the number of workshops presented that year was consistent with the number of workshops presented in 1998.  A review of the number of workshops presented in 2001 will be needed to determine the full effect of the transfer of responsibility for training library staff to use electronic databases to KyVL.

KLN supported the interlibrary loan activities of KLN members through OCLC Group Access Capability (GAC) during all three years under review.  In 2000 KyVL provided enhancements to the interlibrary loan services offered by KLN by supplying the Ariel document delivery software to additional academic libraries and initiating a ground courier service for interlibrary loan materials among 181 libraries.  These enhancements reduced the time required to deliver ILL requests to the users who requested the items/information and may have led to the increased number of ILL transactions reported in 2000. In the first two months of the service in 2000 over 10,000 items were shipped.

|  | 1998 | 1999 | 2000 |
|---|---|---|---|
| ILL Transactions | 175,000 | 175,000 | 182,000 |

The major change in KLN services during the three years under review came as a result of the transfer of the responsibility to deliver electronic resources from KLN to KyVL.  There were several significant results from these changes. The first was the increase in the number of searches by library staff and library users.  KLN members reported 665,000 searches in 1999.  In 2000, KyVL members reported 3,984,341 searches, an increase of 500% (see table below).  Obviously, some of this increase is the result of the fact that more libraries participate in KyVL than participate in KLN.  However, that large an increase also indicates a widespread acceptance and use of electronic resources by both library staff and library users. The publicity surrounding KyVL, the training provided by both KLN and KyVL, and the increased number of electronic resources all played a part in the greater level of acceptance and use.

|  | 1998 | 1999 | 2000 |
|---|---|---|---|
| FirstSearch – Sessions | 242,571 | 253,000 | NA |
| FirstSearch – Searches | 652,574 | 665,000 | NA |
| KYVL Searches | NA | NA | 3,984,341 |

KLN also added two new priorities.  The first was to subsidize access to electronic information databases for KLN members via KyVL. The second was to support the implementation of a common library management system in as

many libraries as possible.  This was one of the priorities for the Kentucky virtual library.  The management system that was chosen was Endeavor/Voyager.  During 2000, KDLA migrated from an aging management system to Voyager in order to make KDLA holdings available to the greatest number of citizens possible.

During the final quarter of 2000, KDLA initiated a pilot project to establish a Kentucky government information locator called Find-It Kentucky.  This had been a priority of the Governor's Office of Technology and of KyVL.  Standards and a training module were developed and the program was formally introduced to potential library and government users.

## LESSONS LEARNED

The most important lesson to be learned from KLN/KyVL is that one of the key requirements for success in the new information environment is collaboration among different types of libraries as well as among libraries and other agencies and organizations.  Staff at KDLA have understood and acted upon this since the mid-90s.  As noted in the KLN *Annual Report* for 2000: "The State Library is committed not only by philosophy, but also by statute to support and promote equitable access to quality library and information services.  In reality this translates into supporting and partnering with a variety of library consortia to bring excellence in information service to the individual citizen."  The initial partnership was between KDLA and KLN. In 1999 KyVL was added to the mix and it is likely that there will be other partners in the future.

A second lesson has to do with the importance of connecting libraries to a variety of statewide initiatives.  The evolution of KLN to KyVL could serve as a model for how libraries can take advantage of statewide initiatives to improve services and expand resources.  The original idea for KyVL came from the Governor's Task Force on Postsecondary Education "to assure that Kentucky's postsecondary education and technical education system is positioned to provide the human capital needed to allow the Commonwealth to be a leader in the global economy of the twenty-first century."  That in turn led to the idea of a virtual university for all Kentucky residents and from there it was but a short step to a virtual library to support the students in the virtual university. Jim Nelson, the KDLA Commissioner and State Librarian, was involved in these discussions from the beginning and was able to insure that libraries were full an active partners in KyVL.

The third lesson that is clear from the KLN/KyVL project is that the only constant in the information industry is change.  As technology changed the way librarians and the public accessed information, KDLA had to reassess the programs it provided to help people find information. In some cases this reassessment was assisted by the retirement of staff, which made it relatively easy to reallocate resources.  In other cases, reassessment meant that staff had to be reassigned or to assume new duties, and this was a more difficult

process.   However, it seems clear that KDLA is going to have set up an ongoing process to review and evaluate statewide information programs and services to ensure that those programs remain current and relevant.

## *Services to Children*

### INTRODUCTION

During the period under review, KDLA placed significant emphasis on improving services to children through several interconnected programs that supported Objective 4 and Action Plan 4.2.D. of the *KDLA Five-Year Plan*.

Objective 4:  Strengthen the statewide library system by extending and improving access to and provision for library resources, services and personnel to areas of the state in which library services are inadequate and for children in urban and rural areas, the disadvantaged, and the disabled.

Action Plan 4.2.D: Provide statewide coordination of services for children and young adults and training and technical assistance to public library staff to help them meet the informational and recreational needs of children and young adults (Project 04-4G, 04-4G1, 04-G2, 04-G2a, 04-G2b, and 04-G3).

The key program provided funding to hire a Children and Young Adult Services Coordinator.  This coordinator was responsible for managing a series of LSTA-funded initiatives to provide services and programs to support the work she was doing.  These initiatives included a statewide summer reading program, training programs and conferences, the development of a number of children's' services library cooperatives, a project to evaluate the state of children's' services in Kentucky public libraries, and active collaboration with a wide variety of statewide organizations and projects that provide services for children.

### ACCOMPLISHMENTS

**Overall Assessment:  The children and youth initiatives were effective and led to a significant improvement in the quality and quantity of library services and programs available to children and youth in Kentucky.**

Children and Young Adult Services Consultant (Project 04-4G)
There are a large number of small and medium-sized libraries in Kentucky that do not have professionally trained staff to provide services and programs for children and young adults.  However, most of these libraries do have one or more full-time or part-time staff members who are responsible for providing children's services.  These staff members are almost always committed to providing quality services to their juvenile clients, but they lack the training

and experience needed to design innovative programs and services.  KDLA uses LSTA funds to employ a Children and Youth Specialist to work with these local staff members to ensure that all children in Kentucky receive consistently good services from their libraries.

The Children and Youth Specialist had a variety of responsibilities during the three years under review including providing workshops and training programs, collaborating with non-library organizations that provide services to children and young adults, developing aids to help library staff members select juvenile materials, and managing a scholarship program that provided funds for library staff to attend the McConnell Literature Conference.

### Training Programs

The Children and Youth Specialist provided a variety of training programs during the three years under review. The annual training programs to introduce and support the summer reading programs were clearly a high priority. The specialist presented five such programs in geographically diverse areas in 1998 and again in 1999.  These programs were well attended: 186 staff members attended in 1998 and 190 attended in 1999.  In 2000, the specialist used a different approach to present this training.  For the first time in ten years all staff members were asked to meet in a central location rather than choosing from five sites across the state.  The actual training was not provided by the specialist, but rather by nine public library staff members who presented four presentations designed to help with summer reading preparation.  The 2000 program was quite successful.  One hundred and seventy-one staff members attended, which is only a ten percent reduction in attendance from the previous more geographically dispersed programs.  Most of the attendees liked the central setting and appreciated the librarian presenters, but almost one third of them said they would not travel a similar distance to attend summer reading program workshops in 2001.

The specialist presented training programs on other topics as well.

- ▨ 1998 - Four workshops on children's literature.

- ▨ 1999 - Two workshops on picture book art; one workshop on organizing a children's service cooperative; one workshop on Internet resources for children; one workshop on writing LSTA proposals for children's services subgrants.

- ▨ 2000 - Five workshops on children's services in five different regions.

These training programs were well received by the attendees and gave them the background and skills they needed to provide quality library services to children and youth.  It is becoming increasingly difficult to hire children's specialists and training of this type is critical.

Collaboration
The Children and Youth Specialist became increasingly involved in collaborative activities during the three years under review.  In 1998 she reported that she worked with the Kentucky Libraries and Schools Project.  In 1999 she became very involved in the Birth to Five Years Work Group of the Governor's Early Childhood Task Force.  The specialist attended fourteen meetings and hearings of this group.  This focus on early childhood education continued in 2000.  The specialist met with ten groups concerned with youth issues, but the bulk of her time was spent with groups concerned with early childhood issues.

As a result of the governor's interest in early childhood education, KDLA used state funds to hire another youth specialist to work with the Children and Youth Specialist in 2000.  This will allow KDLA to enhance services supporting early childhood education and to spend more time on supporting services for older children.  It should also significantly increase KDLA's ability to provide support to local library staff members who are responsible for delivering services to children and young adults.

Book Selection Tools
The specialist was responsible for reviewing materials published for children and young adults, publishing two issues of "Picks for Public Libraries" each year, and providing exhibits of materials at various locations around the state.  The need for this assistance was underscored by a comment from a staff member who attended a workshop on picture books presented by the specialist:  "I didn't know there were so many good picture books."

- 1998 – Two issues of "Picks for Libraries" were published and eight exhibits were provided.

- 1999 – Two issues of "Picks for Libraries" were published and four exhibits were provided.

- 2000 – Two issues of "Picks for Libraries" were created and posted on the KDLA web site; library staff members were sent the URL instead of printed copies of the list.  Eight exhibits were provided.

Scholarship Program
During 1998 and 1999, the specialist managed a program that awarded a scholarship to one staff member in each of the state's library regions to attend the McConnell Literature Conference.  There was no mention of the scholarship program in the 2000 *Annual Report* and therefore no way to know if had been continued.

The specialist also managed a series of LSTA-funded projects including coordinating the development of the annual statewide summer reading program, organizing biennial youth services conferences, evaluating services to children and young adults in Kentucky, and managing a program to provide

subgrants to libraries for demonstration projects serving children and young adults.  These projects are discussed in detail below.

<u>Summer Reading Program</u> (Project 04-4G2 – 1998; Project 04-4G1 – 1999, 2000)
The specialist coordinated the development of the annual summer reading program for Kentucky public libraries. Research has shown that children who read during the summer maintain or improve their reading skills, while children who do not lose ground by September. In addition, the Summer Reading Program encourages reading for pleasure, the development of positive attitudes about the public library, and provides constructive activities during this long break from school.

The KDLA program used LSTA funds to provide high quality materials free of charge to participating libraries (90% of all public libraries in Kentucky participate in the program).  The program was particularly important to smaller libraries that could not afford to purchase professionally designed materials each year.  There was a second benefit as well. Because so many libraries participate in the program, there was unified look and strong identity for libraries across the state each summer.

Participation in the summer reading program increased during each of the years under review:

|  | 1998 | 1999 | 2000 |
|---|---|---|---|
| Summer Reading Attendance | 71,159 | 72,600 | 81,468 |

- 1998 – During this year KDLA developed the summer reading collaboratively with Arizona Department of Library, Archives, and Public Records.  KDLA was responsible for creating the graphic elements to support the program including a poster, a collection of clip art, and reproducible masters for activity sheets.

- 1999 – The artwork this year included both three smaller posters (one 12"x18 and two 9"x12") rather than one large poster (24"x36"). All three of the posters had a space for individualized text. Local library staff members were universally pleased with these changes.

- 2000 – The artwork this year was not as well received as in previous years, possibly because it was computer-generated and used relatively subtle colors.  This was in contrast to the highly colored pencil drawing used in previous years.

<u>Biennial Statewide Children and Youth Library Conferences</u> (Project 04-4G1 – 1998; Project 04-4G3 – 2000)

- 1998 – One hundred and sixty-one youth services staff attended the three-day conference "Widening Circles IV:  Our Children,

Ourselves."  The attendees rated the overall value of the conference at 8.04 on a scale of 1 (poor) to 9 (superior). Project money was used to hire six expert presenters for the conference.

🔲 2000 -  One hundred and fifty-two youth services staff attended the three-day conference "Widening Circles V: Bytes, Babies, and Books."  The attendees rated the overall value of the conference at 8 on a scale of 1 (poor) to 9 (superior).  Project money was again used to hire six expert presenters for the conference.

Statewide Evaluation (Project 04-4G3 – 1998, 1999)
Project funds were used to hire an outside expert to help the Children and Youth Specialist to develop a survey to provide baseline information about the services and facilities available to children and youth in Kentucky libraries.  A draft survey was developed in 1998 and refined in 1999 but never used.  The Children and Youth Specialist noted that "since there was no deadline for the survey, it was a simple matter to let other projects take precedence."

Subgrants for Programs to Children and Young Adults (Project 04-4G4 – 1998; Projects 04-4G2a and 04-4G2b – 1999; Project 04-4G2 – 2000)
The Children and Youth Specialist was responsible for managing four subgrant projects for targeted children and youth.  These four grants had several things in common. First, and most important, each of the grants was awarded to a regional children's services cooperative.  In 1998, the final project report from Project 04-4G4 (see below for more on this project) stated: "Perhaps the greatest, and not completely unexpected, benefit of 'Club Mom' was for Lincoln Trails Regional Children's Services Committee itself.  In her final report, the regional librarian said: 'The major objective for the Lincoln Trails Children's Services Committee is to promote working among the eight members' children's and youth services librarians. This project has enabled that to happen at an accelerated pace.  The group, already experienced at working together on minor projects, really applied themselves to extensive sharing of ideas, colleague training, mentoring new personnel, critiquing each other's performances, and trouble shooting each other's problems.' "

The subgrants also shared a focus on library staff training. All four subgrants included workshops for library staff members and these workshops were often among the most successful elements of the subgrant.  In 1999, the final report for the Project 04-4Gb (see below for more on this project) stated: "For the largely untrained librarians participating in this project, the professional development benefits … cannot be underestimated.  The individual librarians and the Blugrass South Regional Children's Services Cooperative were strengthened immeasurably by working on the project… The planning and promotion of workshops enhanced their management and organization skills.  Working with one another and with agencies in their communities strengthened

their collaborative skills (this project marked the first time one participating librarian had worked with a community agency on any library project)."
In 2000, the final report for Project 04-4G2 (see below for more on this project) stated: "As a result of training, library staff members are able to better identify adaptations they can make in their children's programs in order to more successfully serve the target audience.  The model programs provided valuable demonstrations for children's librarians, and they have begun to incorporate more high-energy activities into their programs."

The subgrants all included the purchase of materials.  This was critical to the success of these projects, because most of the participating libraries had very limited resources for collection development.  Because the target audiences served by the subgrants had special needs, library staff learned the importance of buying materials in media that are appropriate to the audience.  Another part of the final from Project 04-4G2 stated: "A significant result of the training was the realization that parents of children with learning disabilities are likely to have learning disabilities themselves. This underscored the need to include multiple formats in the collection."

Although the four subgrants provided valuable training for library staff and needed additions to library collections, each of the subgrants had a different level of success in meeting the needs of the targeted audience.

- Project 04-4G4 – "Club Mom" was an infant literacy program that targeted pregnant teenagers.  Its chief goal was to inform young mothers about the intellectual and emotional importance of reading to their young children.  It was designed to help young mothers learn how to stimulate the mental processes of the very youngest babies as well as to give the parents information about health, nutrition, self-esteem, and parenting.

  The project funded a quarterly series of three programs for pregnant teens.  The project reached 172 expectant teens in six counties. Enrollment for the programs was lower than the library staff had hoped because it was more difficult to get in touch with pregnant teens than expected, chiefly due to the confidentiality of records.  Librarians had to depend on agency and school representatives for referrals and their help was uneven. Two libraries had no participants although they publicized the program widely and worked closely with community partners.

  Three other parts of the project – training, materials, and public relations – were more effective, probably because each could be controlled by the children's services committee.

- Project 04-4G2a – "Mindbenders" was a program that targeted middle-school students living in public housing.  It had two goals:  to train library staff members to work more effectively with the target audience

and to deliver appropriate programs to the target audience.  In preparation for first time service to young adults at risk, librarians attended four training programs: adolescent development, working with "at risk" teenagers, public library services to young adults, and storytelling.  In consultation with two experts, participating librarians developed 28 thematic programming kits.  Books and related materials were selected, purchased, and organized in tote bags to support each kit.

The KDLA project monitor noted that evaluation was the weak part of this project.  No records were kept and it was impossible to determine what effect, if any, the project had on the target audience.  There were not even records indicating how many libraries used the program kits.  The project included funds for each library to hire a professional performer to give a program in the library for members of the target audience.  Only one library actually used these funds for that purpose; staff in the other participating libraries were not interested in this part of the grant.  Ultimately, these funds were reallocated to be used to hire a storyteller to train librarians.

Although record keeping was inadequate there was anecdotal data from several participating library staff members about the value of the program:  "They felt that it was the most rewarding program with which they had been involved because they were taking programs to children who felt underserved because of where they lived.  They [these children] felt undervalued by other children and even their teachers.  Having someone actually come to their homes to bring programs and books especially for them, to listen to them, and to show concern meant so much to these children."

▨ Project 04-4Gb — "Life After High School" was a program to provide college and career information to teens.  Grant funds allowed participating libraries to purchase computer software, books, and audio-visual materials on the subjects of college planning, ACT/SAT preparation, financial aid, job hunting, interviewing skills, and independent living. Project funds also supported 38 workshops on these topics.  Total workshop attendance was 221, which was disappointing.  Librarians cited competition with other community events, after-school jobs, weather, lack of transportation, and duplication of services provided by the schools as reasons for the low attendance.  For several participating libraries, this was the first program specifically for teens, so letting them know about library services was a major new challenge.  While teen participation was lower than expected, a surprising number of adults took advantage of the materials and workshops.  In fact, in some workshops there were more adults than teens in attendance.

One real benefit of the program was the requirement that library staff members collaborate with community groups.  Librarians worked with

school systems, colleges and universities, adult learning centers, Family Resource Centers, employment agencies, and county extension offices.

⌧ Project 04-04G2 – "PALS – Parents and Libraries Succeed" was designed to help the participating libraries improve their services for children with learning disabilities and ADD/ADHD.  Funds were used to purchase books and media and materials to support programming including puppets and music. A model program for children with special needs was presented in each participating library.  A professional puppet show demonstrated the success of using high-energy, multimedia activities to maintain the attention of the children in the target audience. Approximately 850 children attended model programs.

There was a need to reallocate funds in this project, which illustrated a common problem with subgrants.  The grant writers did not thoroughly investigate the resources available to parents of children with special needs before writing the grant.  The writers just assumed that these parents were unaware of the services available to them and planned to develop a directory of such services.  As the project year progressed, it became clear that these parents were quite aware of the available services and that directories were already available at local Family Resource Centers and on the Internet.  The grant writers requested a grant change and used the funds budgeted for a directory to purchase videos for parents.

The major benefit of the project may have been an improvement in library staff understanding and skills.  The regional librarian wrote:  "In my opinion, the greatest strength of this project is that it addressed the need to make accommodations in library programs and services for a group that presents some unique demands… Children with learning disabilities face unique challenges in accessing library services, and library staff are now better prepared to assist these children."

## LESSONS LEARNED

From Carol Baughman, Children's Specialist

Reviewer's question:  "From your perspective, what were the most important changes in public library services to children and youth between 1998 and 2000? What lessons did you learn?"

Carol Baughman's response:  "Thank you for asking me.  I never get to talk about this in quite this way. The biggest gap in Kentucky is training. We have many people doing children's services functioning at a very low level.  They don't have the education they need – often they just have a high school education.  The thing that I am proudest of is that we have a lot of people who are beginning to understand that they have to operate at a high level of professionalism regardless of their education. They are more open to change,

they are more willing to look at other libraries and say "yes, we can do that" instead of "no, we could never do that."  There is a willingness and openness that hasn't been there before.

"I think local staff members are beginning to understand that evaluation is more important.  They know that we have to know what worked and what didn't and that they can use the information too.  They are recognizing that it is important to pay attention to what they are actually doing and what segments of the population they are reaching and what segments they are not reaching. This probably also reflects their increasing professionalism.

"The most beneficial thing that has come from the Governor's Early Childhood Task Force is the increase in awareness of members of the task force to understand that public libraries had something to do with this program. The big piece of the legislation was that every county would have a community child care council that can apply for grants.  In the legislation is a list of potential agencies to be included on the council and the library was included on that list."

"Collection development is our worst problem and that goes back to the lack of education. If someone doesn't read books themselves and if they don't understand that library jobs are related to literature, and you walk into a library with a very poor collection, and your director doesn't subscribe to journals then you don't have what you need to select materials and provide reader's advisory services.  Review collections and media help. One of the evaluations from the most recent summer reading evaluation program said *the bibliography doesn't help us because we have a small collection.* They don't understand and they don't have the same expectations for collection.  The turnover is high and it is the same battle over and over again."

From Nelda Moore, Lincoln Trails Regional Librarian

Reviewer's question:  "From your perspective, what were the most important changes in public library services to children and youth between 1998 and 2000?"

"Summer reading has gotten better every year.  The year we partnered with Arizona [1998] was a good year. It made our children's services people think outside of their own neighborhood.  The summer reading program registration numbers speak for themselves. They increase every year.  That is because the programs keep getting better. Children's librarians used to do their own thing in a vacuum.  Now there is such a strong communication infrastructure among them that they involve others in their planning and that leads to stronger programming.

"Summer reading programs have been impacted by year-round schools in almost half of our counties.  Those libraries that serve children who are in year-round schools have had to shorten the program to four weeks.  What has

happened is that they have managed to cram eight weeks of programs into four weeks.  These people have become extremely dedicated.  I give Carol [Baughman] a lot of the credit. She has made them feel professional and that they do an important job.

"Through the summer reading program we [libraries] have been able to connect with other organizations. It started out when the KDLA included tickets to the Louisville Zoo with the summer reading materials and now it has grown.  These collaborative arrangements used to be made by Carol and the summer reading committee. Now, with that example, local librarians are getting local sponsors. Three counties in my region have summer programs that are fully sponsored by the local bank.  This wouldn't have happened without the statewide example.

"The grants that went to some of the regions were a fabulous idea.  We already had an active children's group in my region but a lot of the regions didn't.  In 1998 [the first year of children's subgrants] 30% of the regions had active children's services cooperatives and today over 50% of the regions have a cooperative.  The grants have had a lot to do with the increase.  The "Club Mom" grant was the first one and it made the other regions want to do a similar program so that they could get some grant money too.

"I cannot stress enough how good the Widening Circles Conferences have been.  They are presented every other year. The caliber of people who are brought in as speakers has been extraordinary.  We get them from all over the country – nationally known names.  The conferences have done a lot to network our children's and youth services librarians across the state.  That is important because the networking allows them to share ideas, which is a very strong point in our children's services.  I give Carol all of the credit for this.  She has set up chances for people to get to know each other.  The cream rises to the top and they get together from all over the state and brainstorm on ideas. Then the others pick up the ideas of the really good ones.

"Networking is critical. Many heads are better than one. So many of the children's librarians in the state are not professional librarians.  Many don't even have bachelor's degrees.  They have had to learn their jobs on the job.  And yet some of the best children's staff in the state are in that category and it is partly because of the encouragement they get from Carol and from their colleagues.  Before Carol the children's staff sat in their own libraries and presented programs that reflected their backgrounds.  If they came from a 4-H background they did 4-H programs.  If they came from a Bible School background they did lots of coloring sheets.  Now they understand libraries more and are trying to tie programs to literature.

"Turnover is a problem. I still think we have a long way to go to get these new hires indoctrinated into the philosophy of librarianship and intellectual freedom.  They also have to know good children's literature from bad and get an understanding of cultural diversity issues. The certification process helps

some.  So does being in the presence of people who do the job well.  Carol does a good job training, which also helps.  In addition to the training that she does herself which is quite good, she has been good at finding other children's service people from across the state with special skills and talking them into doing some training. Recently she provided me with two people to do a workshop YA programming and books.  These are people I wouldn't have known to ask and they wouldn't have promoted themselves.  They prove that we can provide training ourselves.

"Recognizing good children's literature has been an underlying theme in everything that Carol does.  KDLA provides the children's book exhibits.  Carol has done that for years. KDLA gets the books, Carol writes reviews and then she puts together these neat exhibits and we [regions] can book them.  KDLA ships the exhibits to us with a complete list of the contents and with ordering information for each book.  We have quarterly meetings of the child cooperative in my region and we book an exhibit at least twice a year.

"There is one other thing that I think is important.  It is outside the timeframe you are asking about [1998-2001] but still it permeates everything.  Several years ago I had Carol talk to the directors in my region about empowering their children's librarians. Once Carol started this discussion I was able to encourage my directors to give their children's librarians a budget and more responsibility.  This has led to increased professionalism because the children's librarians get to run their own programs."

Reviewer's Comments

The most important lesson learned is that it is critical to have one person in charge of a project like this who understands the whole program. Carol Baughman has been the children's specialist at KDLA for a long time and she has an excellent understanding of the strengths and weaknesses of children's services in Kentucky public libraries.  Therefore, the relatively small amounts of LSTA funds allocated for children's services (approximately 5% of the total LSTA allocation) were used in the most effective and efficient manner possible.

It was interesting to contrast Ms. Baughman's perceptions of the three years under review and with views of Nelda Moore, one of Ms. Baughman's clients.  There was an amazing degree of commonality in their responses:

▨ The biggest challenge in providing quality services to youth in Kentucky is that most children's staff have no professional library training and many do not even have a bachelor's degree. Training and networking as the two primary ways of meeting that challenge.  The training needs of children's staff are being addressed by KDLA staff and by identifying other children's specialists in the state and encouraging them to plan and present training programs.  There are frequent opportunities for networking including the biennial Widening the Circle Conference and the regional children's library cooperatives.

- Statewide programs like the summer reading program provide models for children's librarians to learn from as well as programs that can be adapted to meet local needs.  Subgrants for projects for special audiences also provide model programs that help children's librarians develop a clearer understanding of what excellent service looks like.

- Children's literature forms the foundation of quality library services for children.  The biannual bibliographies produced by Ms. Baughman, the book exhibits, and book-related workshops give children's staff from around the state a clearer understanding of the characteristics of good children's literature.

There are other lessons to be learned from these projects as well.

- The projects reflect an increasing emphasis on collaboration – at the state level, at the regional level, and at the local level.  This collaboration is already having an affect on the way libraries are perceived at the state level, as illustrated by Ms. Baughman's experiences with the Governor's Early Childhood Task Force.  It is also changing the relationship of local libraries and organizations as illustrated by Ms. Moore's example of libraries receiving funding for the summer reading programs from local banks, and by the reports from the various sub-grants.

- Subgrants serve a variety of purposes.  While they are primarily intended to design and deliver quality services to special client groups, they have proved to be very effective training tools for children's staff.

# RECOMMENDATIONS

These recommendations are divided into two groups. The first set of recommendations address process issues – the relationship of the KDLA *Strategic Plan* and the *Five-Year Plan,* the evaluation strategies used for projects, etc.  The second set of recommendations focus on program issues.

## *Process Recommendations*

1. **Make it easier to understand the relationship between the objectives in the *Five-Year Plan* and the projects intended to accomplish those objectives.**

   The relationship between the KDLA *Strategic Plan* and LSTA *Five-Year Plan* is occasionally difficult to interpret because of the changes in numbering in the two documents.  It is even more difficult to connect the objectives, strategies, and action plans in the *Five-Year Plan* to the projects in the *Annual Programs* and *Annual Reports.* It would be easier to understand the links among these documents if a common numbering system was used throughout.

   Consider replacing the more general "Action Plans" in the *Five-Year Plan* with the specific LSTA projects intended to support each strategy.  It would also be helpful to include all of the elements of a program in a single LSTA project, instead of assigning different project numbers to various components of a single project.

   It would also be helpful to provide a training program for all in-house project managers.  The training could include an overview of LSTA, an introduction to the IMLS reporting requirements, and a thorough review of the KDLA project planning and reporting forms.

2. **Require that all LSTA-funded project proposals (both in-house projects and subgrants) include the specific indicators to be used to evaluate the success of the project and that the project managers collect the data needed to measure their progress toward reaching those indicators.**

   The evaluation component of the LSTA-funded projects reviewed was uneven.  A few project managers included clear indicators of success in their project plans and provided data on their progress toward meeting those indicators in their project reports.  Many more project managers provided reasonably good indicators of success in their project plans but little or no data to show progress toward meeting those indicators in their project reports.  Some project managers included very little on evaluation in either the project plan or the project report.

Although quality of the evaluation component of the projects was an issue throughout the three years reviewed, the project plans and reports from 1999/2000 were much stronger in this area than the plans and projects from the first two years under review.  This would suggest that KDLA recognized this problem and was taking steps to correct it prior to this review.

**3. Begin to incorporate outcome measures into appropriate projects.**

IMLS staff had hoped that state library agencies would be able to report on the outcomes of some or all of the projects funded with LSTA monies since 1997/98.  However, it is impossible to report on outcomes if no outcomes were identified during project planning and if data on outcomes was not collected during the project year. IMLS staff will be expecting all state library agencies to use outcome measures as one way to determine the effectiveness of LSTA projects during the next five years. The California State Library is developing an evaluation model that identifies the types of projects that can be measured using outcome measures and the types of projects that are more appropriately measured using the more traditional input and output measures.  KDLA might want to consider this model while developing a new approach to evaluation.

All LSTA project managers, both in-house and subgrant, will require training to be able to understand and use a measurement process incorporating outcome, output, and input measures.

## *Program Recommendations*

**1. Continue to emphasize collaboration at the state, regional, local level.**

Many of the most successful projects in the past several years were collaborative efforts. KLN was a partnership between KDLA and Kentucky Library Network, Inc. KyVL is a much broader partnership developed under the auspices of the Governor's Task Force on Postsecondary Education. The children's program includes a number of examples of collaboration, from the basic collaboration among colleagues found in the regional children's cooperatives, to the community-based partnerships developed during all of the children's subgrant projects.

Many KDLA staff members are involved in collaborative projects. The children's specialist reported meeting with dozens of groups and was an active member of the Governor's Early Childhood Task Force.  The KDLA public relations program is also built around collaboration with other agencies and organizations.  The Commissioner and State Librarian served as chair of the Virtual Library Advisory Committee.  This spirit of cooperation has provided Kentucky libraries with increased visibility and improved resources.  During the development of the next *Five-Year Plan*,

KDLA will want to build on this solid record of successful collaborative efforts.

2. **Continue to provide subgrants for demonstration projects and consider increasing amount of money allocated for such grants.**

KDLA uses a small percentage (less than 3%) of the state's LSTA allocation for competitive grants. These grants provide an opportunity for libraries to experiment with innovative programs and design services for underserved populations. The resulting programs can serve as models for other libraries.

The competitive sub-grant process also teaches library staff how to develop project plans and how to measure the success of those plans. These are important skills that can be used to improve the budget request and justification process at the local level. In the next *Five-Year Plan*, KDLA staff may want to consider expanding the number of sub-grant categories and amount of money available for such grants.

3. **Review statewide programs annually to assess how those programs have been affected by the rapidly expanding electronic resources available to libraries and the increasing sophistication of library staff members and library users.**

Statewide programs sponsored by state library agencies can take on a life of their own. They often have long-term goals and objectives – it is not uncommon for such programs to receive a combination of state and LSTA funds for ten or more years. The fact that most of these projects are staffed by permanent state employees can also make assessment difficult. There is an understandable reluctance on the part of the project staff to recommend significant changes in their programs because of concerns for their jobs.

A number of ongoing KDLA programs were significantly affected by the changes in the external environment during the years under review. In the case of the KLIC program, retirements allowed the agency to redesign the program to more closely meet current needs. Other programs were changed as well, but not as fundamentally. It would be useful to have a "sunset review" process in place that automatically provided for an in-depth evaluation of one or two ongoing statewide projects each year. This would help ensure that such projects continued to provide relevant and needed services.

4. **Continue to support children's services.**

The KDLA children's services program was successful during the three years under review and should be – at a minimum – continued at current levels and expanded if funds are available. Both Ms. Baughman and Ms.

Moore pointed out that most staff providing children's services in public libraries come to their jobs with no prior training in providing children's services in libraries. The variety of programs offered by KDLA provided an orientation for new staff members and an opportunity for more experienced staff to develop real competencies. As result, public library services to children in Kentucky are continuously improving.

5. **Review program priorities to determine if the successful children's services model can be effectively replicated to strengthen other services.**

One of the main reasons that the LSTA funds used to support children's services were so effective was that a children's specialist developed and managed the program. The specialist had a clear picture of the current condition of children's services in the state and a clear vision of what those services should be. That allowed her to use the relatively limited funds available to her for a series of coordinated programs designed to make the changes needed to reach the vision.

This model – a specialist with LSTA funds for in-house and subgrant projects – could be as effective in other areas. Statewide programs as diverse as young adult services, services to the elderly, literacy services, services for the disadvantaged, services to small/rural libraries, staff training, and services to school libraries have been provided using this model. KDLA will be developing a new *Five-Year Plan* soon and may identify one or more priorities that could be best met using this model.

6. **Continue to support KLN/KyVL and to help all libraries in Kentucky have the tools they need to access information in all formats.**

KDLA has done an excellent job of helping libraries of all types make the changes needed to provide quality information services in an increasingly electronic environment. The evolution of KLN to KyVL was well managed and ensured that libraries continue to be perceived as primary providers of information in Kentucky.

It will be important for KDLA to go on speaking for the library community as the electronic information environment changes. Most local library managers are so involved in providing services in the present that they don't have the time or energy needed to focus on the future. Library managers also tend to look at new technologies from a purely local point of view. KDLA staff have a broader understanding of the forces driving the changes in the information industry and therefore play a key role in helping local library managers to plan for and adopt new technologies.

7. **Expand training opportunities for all levels of staff from all types of libraries.**

One of the themes that ran through many of the projects in the *Five-Year Plan* was staff training.  Training was a focus of the children's services programs, it was a KDLA priority for in-house staff, and it became increasingly important in the technology and information delivery projects. KDLA currently provides a wide variety of continuing education programs including the public library certification program, workshops presented by KDLA staff across the state, and the in-house web-based programs.  Yet, in spite of these programs, there is a clear need for additional training. During the development of the next *Five-Year Plan*, it will be important for KDLA staff to consider the training needs created by each program or service to be included in the plan, and to determine how to meet those needs.

# EVALUATION METHODOLOGY

## *Background*

In 1997 KDLA prepared a *Five-Year Plan*, which contained the Commonwealth's present and projected library needs and a plan for meeting those needs with Federal funds made available from the Institute of Museum and Library Services (IMLS) under the state-administered Library Services and Technology Act (LSTA) program. LSTA requires that each state library administrative agency receiving an LSTA grant shall independently evaluate and report the activities assisted under the Act prior to the end of the five-year period covered by the agency's *Five-Year Plan.*

## *Evaluation Process*

An evaluation team composed of KDLA staff members and members of the State Library Advisory Council was appointed to oversee the evaluation process. Members of the team were:

- Richard Belding, KDLA Division of Public Records, Division Director
- Karl Benson, State Library Advisory Council
- Charlene Davis, KDLA Division of State Library Services, Division Director
- William Hansen, State Library Advisory Council
- Judith Gibbons, KDLA Division of Field Services, Division Director
- Jim Nelson, KDLA Commissioner and State Librarian
- Diane Poole, KDLA LSTA Coordinator
- Christie Robinson, KDLA Division of Administrative Services, Division Director
- Dr. Stuart Tobin, State Library Advisory Council Chair

The members of the team recommended that KDLA issue an RFP to select a consultant to evaluate the implementation of the LSTA *Five-Year Plan.* The department issued an RFP for such a consultant on February 28, 2001 and Sandra Nelson was selected as the consultant for the evaluation project in late June.

### APPROACH AND PRIORITIES

Nelson met with the evaluation team on August 8, 2001 to determine the evaluation approach. The evaluation team identified two priorities for the evaluation project. First, they wanted the consultant to complete a thorough review of the existing LSTA documents to determine the extent to which the objectives in the *Five-Year Plan* had been accomplished. Second, the team

asked the consultant to complete an in-depth analysis of two LSTA-funded projects that the team believed had had a significant effect on the quality of library services in the state.  Those two projects were the Kentucky Library Network and the KDLA services for children and youth.

## REVIEW OF EXISTING DOCUMENTS

The LSTA program was passed by Congress on September 30, 1996. The Act moved administration of the federal grant program for libraries from the U.S. Department of Education to the Institute of Museum and Library Services (IMLS).  Under the prior federal grant program for libraries, the Library Services and Construction Act (LSCA), state library agencies were required to submit *Annual Programs* containing detailed information about each of the projects to be funded with LSCA funds. When IMLS assumed control of the LSTA, the requirement that state library agencies prepare and submit *Annual Programs* was dropped.  However, KDLA continued to prepare detailed *Annual Programs* and *Annual Reports* as tools for managing the wide variety of programs funded with combinations of state and federal funds.

The following documents were the primary sources of information for the LSTA evaluation process:

- KDLA *Five-Year Plan*
- *Annual Program, 1997/98*
- *Annual Report, 1997/98*
- *Annual Program, 1998/99*
- *Annual Report, 1998/99*
- *Annual Program, 1999/2000*
- *Annual Report, 1999/2000*
- *Annual Program, 2000/2001*

## KEY INFORMANT INTERVIEWS

The consultant conducted phone interviews with two KDLA staff members as a part of the in-depth evaluation of the LSTA-funded services for children. Those staff members were:

- Carol Baughman, Children and Youth Specialist
- Nelda Moore, Lincoln Trail Regional Librarian

The consultant also used email communications to clarify the transfer of responsibilities from the Kentucky Library Network to the Kentucky Virtual Library.  The emails were exchanged with:
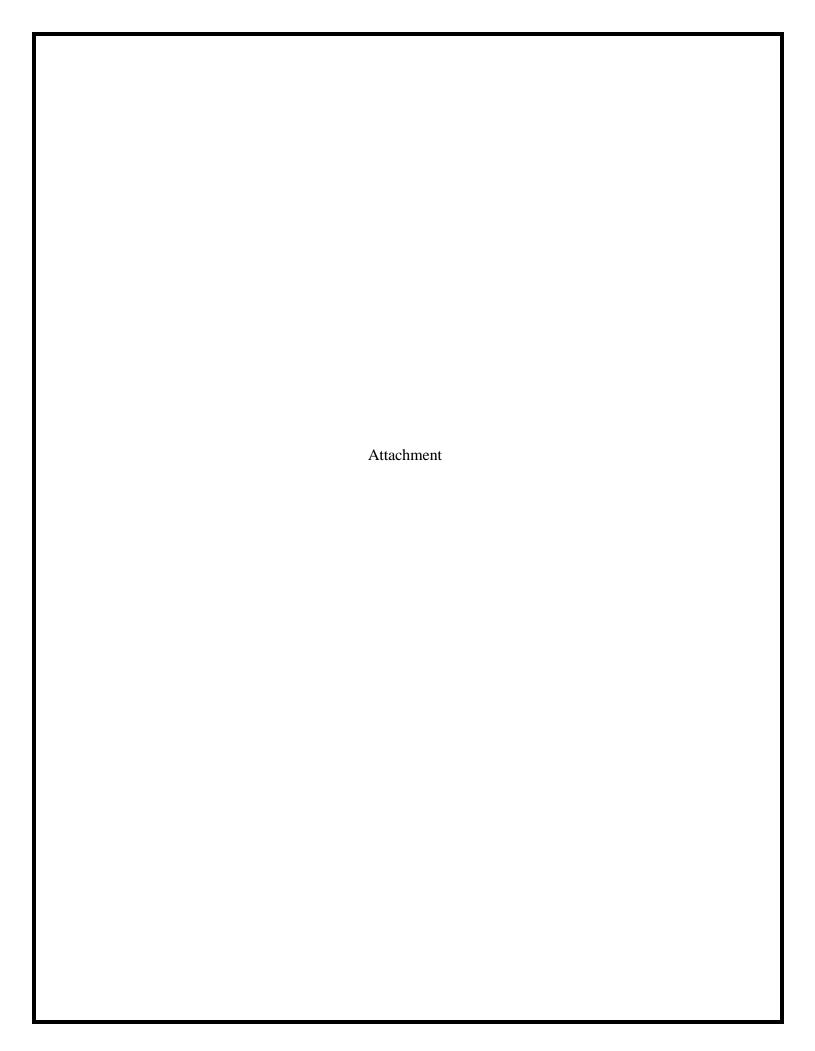
- Jim Nelson, KDLA Commissioner and State Librarian

▨ Charlene Davis, KDLA State Library Services, Division Director

The consultant was also in regular communication with Diane Poole, the KDLA LSTA Coordinator, who provided clarification and additional documentation for several projects.

## REPORTS

After all of the existing documents and the data from the key informant interviews were reviewed and analyzed, the consultant developed a draft evaluation report.  The report included the consultant's assessment of the accomplishments and lessons learned from each of the projects identified in the KDLA *Five-Year Plan* and the results of in-depth analysis of KLN/KyVL and LSTA-funded services for children and youth.  In addition to these assessments, the report included recommendations to be considered when developing the next *Five-Year Plan*.

The draft report was submitted to KDLA on December 31, 2001.  The draft was reviewed by KDLA staff and comments were sent back to the consultant who made minor changes.  The final draft was submitted to KDLA on January 11, 2002 and then sent to the members of the LSTA evaluation team for review..  The evaulation team met with the consultant (via speaker phone) on February 5 to discuss the final draft.  At the end of that meeting the report was accepted by the team.

Attachment

**FY1998**
**Project 04-4D2 – Partnership / Economic Development Subgrant**
(This was a competitive subgrant offered to one public library to form a partnership with a local entity to aid in economic development of the community.)
**Amount Funded: $10,000**
**Number Served: 300**
**Congressional District: Sixth - Ernest Fletcher**

The Lexington Public library met its goal to form a joint partnership with Operation Read. The Library was able to recruit and train English as a Second Language tutors. It also provided technologically advanced resources through the purchase and upgrading of multimedia materials for the ESL students. The Library was successful in promoting and providing instruction in the use of new hard-and software to potentially employable legal residents with a limited knowledge of the English language.

The Library sent one library staff and one project staff to the national Literacy Volunteers of America Training Conference in Charlotte, North Carolina. Staff recruited tutors, and as a result forty-five tutors were trained and certified during the term of this project. In addition to tutors, seventeen computer lab volunteers were also recruited and trained.

Intensive marketing strategies began with the distribution of flyers and posters. Contacts were made at the International Thanksgiving Day Dinner and through personal class site visits. During the first quarter 23 students and 4 tutors had already signed up. Companies who employed large numbers of the said population were especially targeted. Classes, individual students, and tutors were also recruited through the Operation Read monthly newsletter.

Grant money was used to purchase software and computer materials for the new computer lab, which was open and staffed for 35 hours each week. The demand allowed for three additional computers, which were badly needed. By the close of the fourth quarter, there were a total of 104 adult learners and 17 community volunteers who were using the lab on a regular basis.

The subgrantee exceeded the number of targeted learners by 100%. Word of mouth from students' testimonies has brought more and new students into the program. "The response was so much greater than we had anticipated, that we had to struggle to get enough volunteers to keep the lab open during extended hours," notes the project director in her Final Evaluation Report.

It is believed that this effort will make the non-English speaking population more employable. These employees will be better able to communicate with their employers and co-workers, and thus making them more marketable in the community. The Lexington Public Library and Operation Read were able to partner in developing a service and program much earlier than local funding would have permitted, otherwise.

**FY1998**
**Project 04-4F1 – Northern Kentucky Talking Book**
**Amount Funded: $44,400 LSTA and State Funds**
**Number Served: 518**
**Congressional District: Fourth - Ken Lucas**

The Northern Kentucky Subregional Talking book library provided information, materials, resources, consultation, training, and technical assistance to public librarians in strengthening, maintaining and expanding programs for and services to the disadvantaged, underserved, disabled and to children.

518 people received 20,253 books from this subregional talking book library. These patrons could not have found the variety and depth of reading experiences they received from this talking book library from any other source. Indeed, a number of their patrons have very special stories to tell about their service from this library. One patron, a young girl, is being home schooled by her mother. Her parents do not feel the public school can give her the amount of personal attention she needs. She and her parents depend heavily on the resources of this subregional talking book library for her education. Every day she goes to the mailbox in eager anticipation of new books, and most days one or two more arrive. In the past year, two dyslexic children have left the service because their reading skills have improved so much that they no longer need the service to help them out. Reading along in the print version while listening to a talking book has benefited many dyslexic children in improving reading skills. Two other Northern Kentucky patrons have benefited from books borrowed on inter-library loan from the regional library. One was an alcoholic Vietnam veteran who borrowed two books on alcoholism. He has now been sober for six months and is employed for the first time in years. Another has been diagnosed with Parkinson's disease and found one of the talking books to be very helpful in understanding this disease. Armed with the information from this book, he was able to confidently and intelligently discuss his case with his doctors and choose the treatment options that he felt were best for him. So while this program has only reached a few hundred people in the past year, its impact has been substantial on the personal level.

**FY1998**
**Project 04-4G4 – Regional Children Services Cooperative**
(This was a competitive subgrant awarded to a regional library system consisting of eight public libraries.)
**Amount Funded: $20,000**
**Number Served: 1,000**
**Congressional District: Second - Ron Lewis**

"Club Mom" was an infant literacy project that targeted pregnant teenagers. Its chief goal was to impress upon teen mothers the intellectual and emotional importance of reading as well as the joy of sharing books with their children. It was designed to help the young mothers learn how to stimulate the mental processes of the very youngest babies as well as to give the parents information in the areas of health, nutrition, self-esteem and parenting.

Four quarterly series of three programs were given for pregnant teens. Education about the importance of early stimulation of babies and its relationship to infant literacy were the greatest part of the agenda for these sessions. Health care and social services agencies also provided information and help with coping skills. Enrollment for these quarterly programs was lower than the librarians had hoped because contacting pregnant teens turned out to be more difficult than anticipated, chiefly due to confidentiality of records. Librarians had to depend upon agency and school representatives who had varying levels of commitment to the project. Two libraries had no participants in spite of adequate promotion and support from community partners.

An unforeseen training problem developed when children's librarians from three of the eight libraries resigned during the project year. The remaining librarians, along with the regional staff, mobilized to train the three new librarians and bring them into the project as quickly as possible. This they did one-to-one, in regional meetings, and by making videotapes of their own "Club Mom" sessions and infant/toddler programs. These tapes were available for sharing and training throughout the region.

A major objective of the program was to increase library awareness among teen parents. All eight member libraries prepared books and materials exhibits off-site in schools, health-care facilities, and social services agencies. They provided tours of their libraries for teen groups as well as agency personnel. The project published four brochures describing library services and "Club Mom" which were widely distributed within the eight counties and at two librarians' professional conferences.

The project directly served 172 expectant teen parents and provided substantial improvement of materials collections for babies and parents. It provided great visibility for the member libraries throughout their communities. It helped to establish more cooperative working relationships with health-care, social services, and school agencies across the region. The training session alone offered tremendous consciousness-raising for personnel of these agencies.

**FY1998**
**Project 02-2B – Kentucky Library Information Centers**
**Amount Funded: $28,000**
**Number Served: 5,000**
**Congressional District: Statewide**

The project objectives are to provide information retrieval and interlibrary loan service through an Information Center and Interlibrary Loan service located at three university libraries and one public library. This service is provided to Kentucky citizens through their local public libraries. This reference service is provided by the KLIC librarian whose library expertise and knowledge of the reference library collections help in providing answers or referrals to questions that were originally posed by Kentucky citizens to public library staff throughout the state. The extensive resources of the university libraries are at the disposal of other Kentucky libraries in the most efficient and practical terms. The project is an excellent example of the extended services made available to the Commonwealth, providing user-centered information resources and services. The project helps answer information needs for the citizens of the Commonwealth who are also able to "borrow" from the research library collection almost as easily as they can borrow material from their own local libraries.

While electronic networking and resources are proliferating, the benefits of a professional librarian on site to search, identify, and evaluate these resources is vital. The additional reference resources and knowledge of the KLIC staff is provided to small public libraries that may not have the funds for those resources and may not have the trained staff. The greatest strength is that it makes the resources of the large research institutions available to all libraries in the commonwealth and does so with minimal overhead costs and time delays required by traditional communication networks.

The cooperative work of the Kentucky Department for Libraries and the University libraries to place staff dedicated to public library service in a major research library that brings to Kentucky citizens the wonderful resources of the research library collections is an excellent example of a successful partnership. It would be impossible for the University to absorb the work done by the KLIC librarian at current staffing levels. Without this program the university library would have to absorb any information queries at the general reference desk and place answers, etc. in a queue to call back as staff is able. Interlibrary Loan would probably have to consider instituting fees for some services to recoup costs associated with currently providing article delivery at no cost to the library or individual requestor.

The citizens of Kentucky have successfully used this service to find health information to help them better understand their illnesses or the illness of a loved one and to aid them in seeking treatment. In one case a patron had been searching for years for information on a birth defect in one of her children. The KLIC librarian was successful in locating this hard to find information. The service has provided numerous answers for patrons on countless subjects.

**FY 1999**
**Project 04-4G2a - Regional Children Services Cooperative Subgrant**
**Amount Funded: $20,000**
**Number Served: 600**
**Congressional District: Fourth and Fifth - Ken Lucas and Hal Rogers**

"Mindbenders" was a project that targeted middle school students living in public housing.   The objective was to; (1) Train librarians in adolescent development, in working with adolescents deemed "at risk", in young adult literature and collection development, and in programming for young adults both inside and outside the library, (2)  create kits to support programming for young adults both inside and outside the library, (3) present young adult programs at local housing developments and in public libraries, and (4)  hire professional performers to give programs for young adults in the participating libraries

Professional librarians reaped the benefits of training for work with a group of children that none had worked with before.  It was much more difficult to find materials for thematic kits and to do programming for children in this age group.  The librarians received a new awareness of the need for service to this population.

Many librarians will continue to do programming in their housing developments using materials from this project.  They felt this was the most rewarding program with which they had ever been involved because they were taking programs to children who felt undervalued by other children and even their teachers because of where they lived.  Having someone actually come to their home to bring programs and books especially for them, to listen to them and to show concern meant so much to these children.

**FY1999**
**Project 04-4G2b - Regional Children's Services Cooperative Subgrant**
**Amount Funded: $20,000**
**Number Served: 14,211**
**Congressional District: Sixth - Ernest Fletcher**

"Life After High School" was a project that provided middle and high school students with information and training needed to successfully plan for college and careers and to enhance and strengthen relationships with regional agencies serving middle and school students. The goal was also to enhance library holdings in the areas of college and career planning and increase public awareness of library resources on college and career planning.

Libraries were able to purchase computer software, books, and audio-visual materials on the subject of college planning, ACT/SAT preparation, financial aid, job hunting, interviewing skills, and independent living. Funds also supported 38 workshops that were attended by 221 people. Several schools allowed additional credit for students attending library sponsored workshops. Other partners were local colleges, adult learning centers, Family Resource Centers, employment agencies, and county extension officers.

The overall success of this program will not be felt until the children involved have left high school but evaluations have been very positive. Most students felt they received information that they needed to know.

An unanticipated benefit of the program was for adult job seekers. They became primary users of the resume preparation materials in several of the libraries. In others, they made up the largest percentage of those attending workshops.

**FY 1999**
**Project 04-4D1 - Library / School Partnership Subgrant -**
                              **"Books, Buses, and a Storytelling Bash"**
**Amount Funded: $10,000**
**Number Served: 609**
**Congressional District: Sixth - Ernest Fletcher**

The Scott County Public Library used this subgrant to provide basic library service to the students whose school was under construction.  The project offered support to the arts and humanities curriculum of all schools in the county and developed stronger working relationships with all schools throughout the county.

Along with bookmobile visits to the students, a collection development committee of public librarians and school faculty developed ten circulating kits containing materials to support 7 curriculum units of study.

As part of the grant, children and their parents were able to see a performance of "A Thousand Cranes" presented by the Lexington Children's Theatre.  The performance was held at the high school auditorium and teaching guides were provided for the faculty prior to the performance.

Storytelling programs were an important part of the grant and a storyteller was hired to work with the children and to provide an evening workshop for parents and teachers.

This project fostered the development of cooperative relationships between school and public library personnel.  Perhaps the most significant benefit of all was the direct service to the students.  They often expressed their appreciation verbally, and at Christmastime they presented the public library an album filled with notes, letters, and illustrations of appreciation.  Since the conclusion of the grant, students seem to feel comfortable at the public library and have developed an exemplary relationship with the library staff.  Many families of the students have become regular library users.

**FY2000**
**Project 04-4D1 - School / Library Partnership Subgrant - "Wings" - Larue County**
**Amount Funded: $10,000**
**Number Served: 60**
**Congressional District: Sixth - Ernest Fletcher**

In an effort to reach middle school educationally at-risk students, the aim of this project was to use dramatic performance and the narrative arts to stimulate the imagination by making books come alive and empowering students with positive avenues for the creative energy.  Remedial reading teachers chose three groups of middle school students to perform plays during three different times within the project year.  Students selected were considered "at-risk" because of poor social skills in addition to poor reading skills.  The groups met a total of 64 times, chiefly during school hours with a meeting at least once a week at the public library.  The groups gave a total of 9 performances with audiences totaling 2,275.  One of the groups made a special video promoting the summer reading program and "Wings" participants requested that the program included dramatic activities for their newly established Drama Club.

In the beginning, as expected, disruptive behavior became a problem.  However, soon the students began to police themselves because they wanted to remain in the program.  The experience seemed to improve reading confidence though skills were not improved significantly.  This was somewhat attributed to lack of parental interest in bringing the students to extra meetings and to a lack of time.  However, the teachers have remarked that students are much more interested in reading, maybe because of the popularity of high interest books and the book-on-tape that were provided.  One of the librarians wrote, "The biggest single accomplishment of the project has to be the increased self-esteem and self confidence we see in these students.  One of the students created a logo for "Wings" that was used in publicity.  She had such pride in her work.  Almost everyone commented that "Wings" helped them in getting along with others and that they liked getting up in front of people.  This was a remarkable change from the squabbling, painfully shy group we started with.  One student was so shy he would hardly talk.  He became the king in the play and took on the role with confidence that whenever someone misbehaved he would issue an "off with his head" command that made everyone laugh and get back on track.  A lot more of these kids are now in the library on a regular basis.  Some of these students had not been in the library since they were brought in with the Head Start program."

The greatest outcome has been the increased self-esteem and interest in reading displayed by the children.  Children who had never participated in extra curricular activities now feel a sense of belonging because they are part of a group.  Some outcomes are not easy to put into words.  The look on a girl's face when she saw her artwork displayed was priceless.  The way a hostile and uncooperative student progressed to the point of volunteering was a highlight to the librarians involved in the project.

**FY 2000**
**Project Number 04-4D2 - Early Childhood Development Subgrant**
                              **"Young Families Project"**
**Amount Funded: $10,000**
**Number Served: 1,514**
**Congressional District: Second - Ron Lewis**

The objective of this project was to provide literacy enrichment service to 300 of the highest at-risk children ages 0-3, and their parents.  The library participated with a consortium of local agencies to provide special services to enable healthier children and to provide improved child rearing techniques for mothers, who were in most cases, young and single.  Library staff scheduled programs at four childcare centers.  The program trained mothers to read aloud and encouraged them to introduce age-appropriate activities to stimulate early learning.  In addition to sharing books, typical programs included music, poems, fingerplays, games, puppets, simple crafts, and other hands-on and movement activities.  To encourage the mothers to participate and follow-up, copies of songs and fingerplays were handed out at each session and left at the centers for mothers unable to attend.  Collections of books were left at each center for the mothers to borrow and for the center staff to use between programs.  These collections were rotated regularly.  Library services were promoted at each session and monthly calendars of library events were given to the mothers along with library card applications.  After attending several sessions, parents and children were given t-shirts with the logo "Books Build Brighter Families".  Many parents expressed appreciation and pride for having the t-shirt to wear along with their children.

The library's coordinator of children's services reported that the overall strength of the project was that the Library can bring reading and literacy activities beyond its own walls and into the community.  Building relationships with other agencies that serve children is very important in promoting reading and the use of the library in general.  One staff member wrote, "the mothers are learning skills to improve their child rearing techniques.  I have seen the confidence of some mothers improve to the point that they are actually volunteering to read aloud, whereas before they did not feel comfortable.  I have also noticed a significant difference in some of the children's ability to associate words with pictures."  In a second report the staff member wrote, "I continue to believe that this project benefits these families, not only by learning the skills to enrich their lives by reading, but also the bond the mother shares with her child as she spends time reading with that child.  I have noticed that some of these mothers now carry books in their children's diaper bags, along with the toys.  One mom stated, with a proud smile on her face, that her three-year-old asked for books for his birthday.  This may not be out of the ordinary for some, but for this mother who is struggling with the issue of reading herself, this is a triumph."

**FY 2000**
**Project 04-4G2 - Regional Children's Cooperative Subgrant**
**Amount Funded: $20,000**
**Number Served: 1,200**
**Congressional District: Fourth and Fifth - Ken Lucas and Hal Rogers**

"Pals – Parents and Libraries Succeed" was a project of the Green River Library Cooperative designed to enable libraries to improve their services and programming for children with learning disabilities and ADD/ADHD.  Staff members received training and purchased books and materials to assist in developing and adapting programs to meet the needs of children with learning disabilities or ADD/ADHD.  Each library also purchased puppets, music, software, maps, games, etc. to meet the special library service needs of the target audience.  Books as well as audiocassettes and video's targeting parents of children with learning disabilities were added to each library's collection.

Each participating library had a model library program for children with special needs. A professional puppet show demonstrated the success of using high-energy, multimedia activities to maintain the attention of children in the target audience.  Approximately 850 children attended the model programs.

As a result of training, library staff members are able to better identify adaptations that they can make in their children's programs in order to more effectively serve the target audience.  A significant result of training was the realization that parents of children with learning disabilities are likely to have learning disabilities themselves.  This underscored the need to include multiple formats in the parent collections.  A collection of videos for parents was a top priority of the project and a set was placed in each library.  This program made the librarians aware that there is a need to make accommodations for a group of customers that have unique demands.  Children with learning disabilities are often disruptive in library programs and this program offered librarians ways to address these special needs while continuing to provide service to all children.

**FY 2001**
**Project 04-4D2a - Early Childhood Development Subgrant**
**Amount Funded: $10,000**
**Number Served: 250**
**Congressional District: Sixth - Ernest Fletcher**

48% of Estill County's children under the age of four live in poverty. "Bridge to Literacy" targeted these children as well as their parents and caregivers. The project (1) created an infant/toddler area within the library because none existed; (2) created "Story Saks" to be circulated by the library and several partnering agencies in order to promote interest in reading to young children; and (3) provided a series of classes to the parents and caregivers of the county's neediest children because very little parent education was available in the county.

Fifty "Story Saks" were created and put into circulation. Approximately ten bags per month are taken to each of two childcare centers. The rest are circulated from the library and bookmobile. Ten hours of parent training were offered with a total attendance of 220 parents, grandparents, extended family members and employees of the partnering childcare centers.

Estill County is located in a county with a very modest tax base. This project could not have provided without LSTA. The infant/toddler area is used hourly by parents and children.

The impact of this project can be seen in the following anecdotal material.
Estill County Public Library children's librarian writes, "Our community is a bedroom community in that many young adults drive out of the county to work. This leaves a large number of children in the care of sitters . . . mostly grandparents . . . We have provided a sort of refresher course in dealing with the little ones. We have provided a place for them to come and spend time together. We have both grandfathers and grandmothers who bring small children to the library for an hour or sometimes for an afternoon.

"One guy, who brings his little girl to the library at least once a week is doing so because he lost his job and has become the househusband out of necessity while his wife works. At first, he was so awkward and hesitant in interacting with the child. Soon he met other parents who were here with children, and I could see him watching. He so obviously wants to be a good parent and loves this little girl. After a while, he began to play color games, building with blocks, and getting right down on the floor with her to read together. They have blossomed together.

"One of our most poignant experiences is with the grandmother who is now caring for three small children because of the tragedy in her family. Her daughter was killed by the children's father. The father then took his own life. All of a sudden, she not only had to deal with the grief and anger that would be so natural in this situation, but she was the primary caretaker of these three small, traumatized children. While I'm sure she needed more help than any library could offer, she did attend some of our parenting sessions. If all we did was to offer a venue to speak freely about her thoughts and emotions, I feel like we helped a little."

**FY 2001**
**Project 04-4D1 - School / Library Partnership Subgrant - Breckinridge County**
**Amount Funded: $10,000**
**Number Served: 475**
**Congressional District: Second - Ron Lewis**

The county public library collaborated with the school district to provide an after-school program for children. Volunteers made up of students, teachers and community members as well as library staff provided assistance as needed.

After each school day, elementary and high school students came to the Homework Den to do their homework, study, and if needed, to get tutorial help. Once they completed their homework they were allowed to check out books, assist other students, do a creative art project or take part in a writing contest. Creativity was encouraged as kids participated in poster contests, writing contests, scholarships, and other opportunities to win awards and prizes. Students received tips on how to study and on the necessary discipline to tackle their homework.

Many people who had never been in the library are now regular users. There has been a substantial increase in the circulation figures and in the number of persons requesting new cards. As a result of the study skills, students with a history of failing grades saw a stark improvement in their grades. For some it meant earning grades no lower than a C for the first time.

Extended families came to the library to witness Homework Den for themselves. They asked that the project be continued after the grant funds ran out. Parents got together and devised a plan to continue the program. They paid monthly fees, collected donations from individuals and from business in the area. They did some fundraising, which resulted in overwhelming support from the community.

The following are comments from parents.
…There is so much less stress at home, and he enjoys coming there everyday. It also gives us more time at home to play, go places, etc. It was a very good program.
…I work lots of hours and don't have much time for homework. Without Homework Den my son's grades were horrible.
…Thanks a million Homework Den. This should be important to teachers and the big man in Congress. It helps!!

**FY 2001**
**Project 04-4I3 - Library Programming - Children's Art Festival - Kenton County**
**Amount Funded: $10,000**
**Number Served: 75**
**Congressional District: Fourth - Ken Lucas**

The library worked with artists to teach classes in dance, photography, creative writing, drama and paint to at-risk kindergarten through six grade children.  The culminating event was a Children's Art Festival during National Library Week.  A choice of two orientation sessions was offered to children and their parents so they could meet the artists, register for library cards and learn the guidelines for class participation.  Instructors kept journals documenting class attendance and anecdotes pertaining to students and activities.  They were asked to compile notes concerning class activities and responses.  Family of participants submitted evaluation forms.

This impact of this program was so phenomenal that space does not permit all the reports and anecdotal material to be listed here.  A very small portion of the material reported by the children's librarian is as follows.

….One participant was a shy, young boy named Anthony who lived with his grandparents, and kept mostly to himself but his grandparents had noticed that he liked to draw and seemed to have some talent.  They grandfather was a little late in contacting the library and Anthony had to be put on a waiting list.  The grandfather told the librarian that he would like to provide more opportunities for Anthony but his wife, the grandmother, was seriously ill and needed weekly dialysis treatments.  When a spot was found for Anthony in the class the grandparents and Anthony were so excited that the grandparents with grandma in a wheel chair came to the library to express their appreciation.  Then, every Saturday, Grandpa would drop Anthony off at the library, take Grandma for her dialysis treatment and pick the boy up after class.  He never missed a class and produced some creative pieces.

….Drama Class - children ages 6-13 - already a recipe for havoc but then theatrical personalities were thrown in which made it even worse.  However, it was amazing how the parents were willing to get involved to help with this group.  One mother brought snacks for break time each week, others cleaned up and made props.

….There was a girl in the drama class that had been labeled "backward" by her teacher and school counselor and they had recommended that she seek professional help in drawing this child out of her shell.  But this class seemed to do an amazing job in bring this child out and her mother was ecstatic.

…. Several families that had not utilized this library before are doing so now on a regular basis.  Many of the children are here on a daily basis after school and not only do I know them by name, but my staff is recognizing them and calling them by name as well.  There is something in the eyes and expression of a child that takes place when he or she hears a friendly greeting coupled with their name, whenever they enter our department.  Empowerment, acceptance, friendship, inclusion . . . I could go on.  The really nice thing to hear the children say to their friends is, "Hey, did you know I performed here at the Library?"  Which is usually followed by a long conversation with that child and friend about what is coming up that they could become involved with here.  Several of those children have become involved with our newest program, *Teen Review at the Library*, held every other Monday afternoon.

**FY 2001**
**Project 04-4B2 - Technology Support For Public Libraries - Bi-directional Satellite**
**Amount Funded: $18,000**
**Number Served: 27,775**
**Congressional District: Second and Sixth - Ron Lewis and Ernest Fletcher**

The purpose of this project was to provide satellite Internet connection for a bookmobile so that the rural unserved and underserved populations of the Commonwealth would have equitable access to the technological information resources. An additional project was granted to a small rural library for in-library use.

The grant for bi-directional satellite service (both mobile and fixed) began in the summer of 2000, when our Technology Consultant saw an article in the July 2000 edition of "Trailer Life" magazine (an on-line magazine for RV enthusiasts). The article professed that bi-directional satellite for mobile installations would soon be available, and that the speeds produced would be equivalent or greater than those of most dial-in landlines.

The grant was written, approved, and awarded. However, we discovered that the technology to make the grant possible did not exist at that time. The article had been looking to the future, and the future was not yet here.

During this process we contacted "SkySurf PC", a likely provider of the service when it did become available. We remained in close contact with this firm, as the self-pointing, bi-directional system became a reality.

So, nearing the end of the original grant period, we arranged for the installation to take place in mid September 2001 (the orders for the systems were actually placed in early September). However, the events of September 11 were to have effect even here. The company, SkySurf, had facilities affected by the attack on the World Trade Center, and their technological recovery required the install to be postponed.

Finally, on November 14 the mobile install for the Grayson County bookmobile took place in Lexington Kentucky. This same day, over 100 librarians, technology directors, and bookmobile librarians gathered in Lexington to view the mobile system. It far exceeded our expectations, producing speeds of over 500kbps with 11 computers connected to the system -- and with no technical hitches. The install continued over the next couple of days, as this was the first time a system of this sort had ever been installed on this type of vehicle.

On November 16 the install was completed at the Nicholas County Library in less than five hours. The network there experienced download speeds of over 800Kbps with 13 computers connected -- and has had absolute reliability!

The project is currently being evaluated over a longer period. Initial success is very encouraging, and several libraries have expressed interest in purchasing this system.